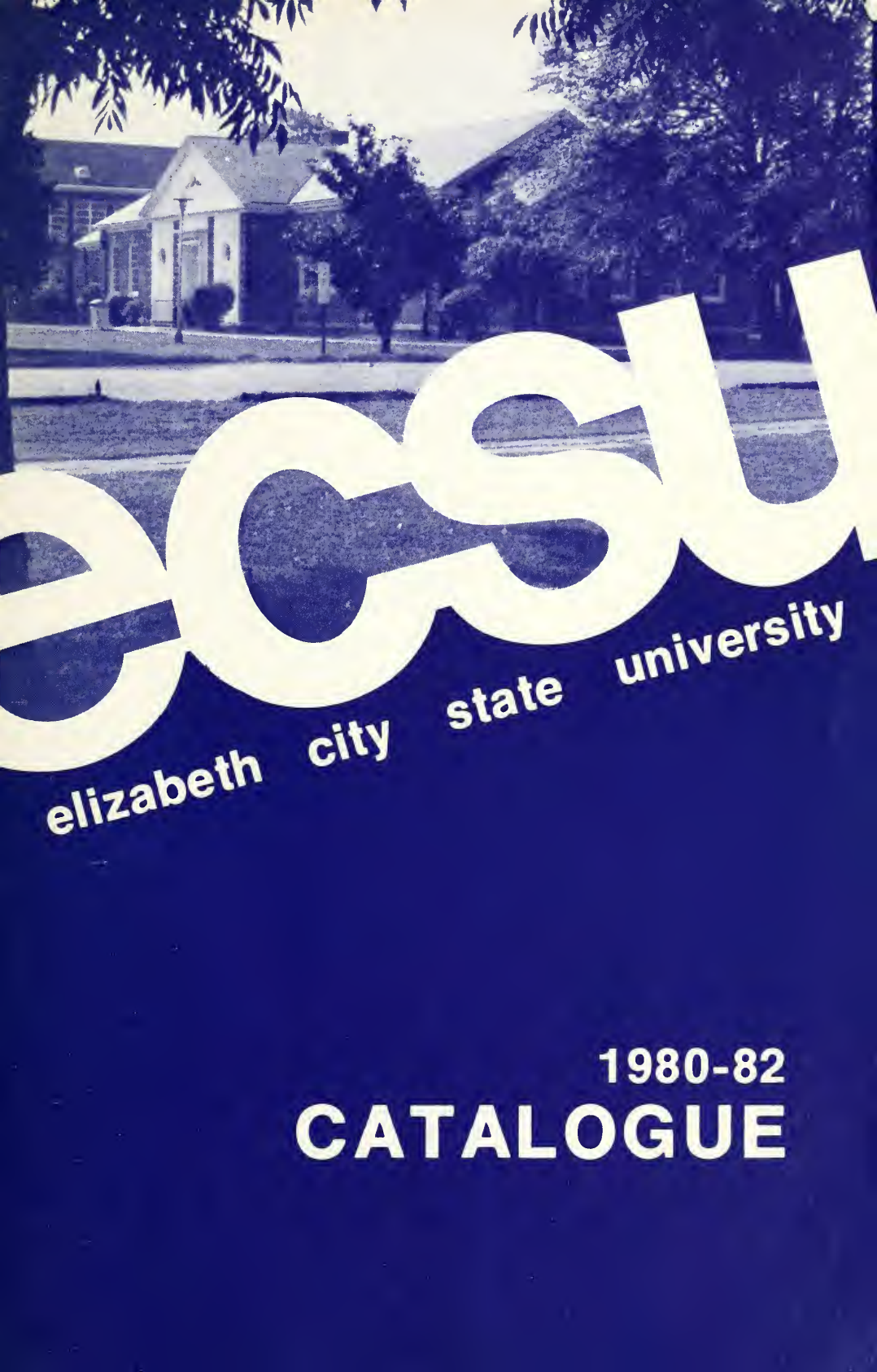




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elizabeth city state university

1980-82
CATALOGUE

ACCREDITATION AND MEMBERSHIPS

Elizabeth City State University is accredited by the Southern Association of Colleges and Schools and the North Carolina State Department of Public Instruction. In addition to its accreditation, the University as a whole, or through components of it, has current memberships in various professional and/or learned organizations. Memberships are held in the following:

American Council on Education	National Association of Intercollegiate Athletics
American Association of Collegiate Registrars & Admissions Officers	National Association of Athletic Directors
American Association of Colleges for Teacher Education	National Association of Student Financial Aid Administrators
American Association of Higher Education	National Collegiate Athletic Association
American Association of School Administrators	North Carolina Association of Campus Police Administrators
American Association of State Colleges and Universities	North Carolina Association of Collegiate Registrars & Admissions Officers
American Industrial Arts Association	North Carolina Industrial Arts Association
American Library Association	North Carolina Library Association
American Personnel & Guidance Association	North Carolina Placement Association
American Psychological Association	North Carolina Psychological Association
American Technical Association	Office for the Advancement of Public Negro Colleges
Associated Collegiate Press	Southeastern Library Association
Association of College Unions	Southern Association of Collegiate Registrars & Admissions Officers
Association of Departments of English	Southern Business Administration Association
Association of Governing Boards	College Language Association
Association of Teacher Education Institutions	North Carolina Academy of Science
Central Intercollegiate Athletic Association	North Carolina Association of Colleges for Teacher Education
College Entrance Examination Board	North American Association of Summer Sessions
College Foundation, Incorporated	North Carolina Association of Summer Sessions
College Placement Council Incorporated	Resource Center for Science & Engineering (Atlanta)
Intercollegiate Music Association	Society of Manufacturing Engineers
Intercollegiate Press	
Music Educators National Conference	
National Association of College Deans & Registrars	
National Association for Equal Opportunity	
National Association for Foreign Student Affairs	

Elizabeth City State University reserves the right to make any changes in this catalog deemed necessary by the appropriate University official(s) or body(ies). The University, however, will undertake to keep such changes to a minimum feasible or practical level.

Copies of the general catalogs are made available to all students registered at the University, high school guidance counselors, and college and university libraries. Additional copies are available for \$2.00 from the Office of Admissions, Elizabeth City State University, Elizabeth City, North Carolina 27909.

Elizabeth City State University

CATALOG 1979-1982
(With Official Record for 1977-1979)



ELIZABETH CITY, NORTH CAROLINA 27909

NON-DISCRIMINATION

Elizabeth City State University is dedicated to equality of opportunity within its community. Accordingly, Elizabeth City State University does not practice or condone unlawful discrimination, in any form, against students, employees, or applicants on the ground of race, color, national origin, religion, sex, age or handicap. Elizabeth City State University commits itself to seek positive action to secure equal opportunity.

Elizabeth City State University supports the protections available to members of its community under all applicable federal laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, The Equal Pay and Discrimination Acts, Section 504 and Executive Order 11246 of the Rehabilitation Act of 1973, and the Family Educational Rights and Privacy Act of 1974 (Part of PL 93-308).

ACADEMIC CALENDAR

FALL SEMESTER, 1980-81

Wednesday, August 20	Residence Halls Open, 8:00 A.M.
Thursday-Friday, August 21-22	Registration for old and new students
Monday, August 25	Instruction Begins, 8:00 A.M. Regular Sixteen Weeks Accelerated First Three Weeks Accelerated First Six Weeks Accelerated First Nine Weeks Accelerated First Twelve Weeks
Monday, September 1	Labor Day Holiday, Classes Dismissed, Offices Closed
Friday, September 5	Last Day to change or drop course(s)
Monday, September 15	Accelerated First Three Weeks End
Monday, October 6	Accelerated First Six Weeks End
Wednesday, October 8	Accelerated Nine Weeks Begins
Friday, October 10	Last Day to drop course(s) and receive a grade of "W". After this date, a grade of "WF" or "WP" will be recorded
Saturday, October 18	Mid-Term Ends
Monday, October 27	Accelerated First Nine Weeks End
Wednesday, October 29	Accelerated Second Six Weeks Begin
Monday, November 17	Accelerated First Twelve Weeks End
Monday-Friday, November 17-21	Pre-Registration Week
Wednesday-Saturday, November 26-29	Thanksgiving Recess
Monday, December 1	Classes Resume, 8:00 A.M.
Friday, December 5	Last Day to drop course(s) Last Day to remove "I" grades
Friday, December 12	Accelerated Second Six Weeks End Accelerated Second Nine Weeks End
Monday-Saturday, December 15-20	Final Examination Week

SPRING SEMESTER, 1981

Sunday, January 11	Residence Halls Open, 8:00 A.M.
Monday-Tuesday, January 12-13	Registration for old and new students
Wednesday, January 14	Instruction Begins, 8:00 A.M. Regular Sixteen Weeks Accelerated First Three Weeks Accelerated First Six Weeks Accelerated First Nine Weeks Accelerated First Twelve Weeks
Thursday, January 15	Dr. Martin L. King, Jr.'s Birthday, Classes Dismissed at 1:00 P.M.
Tuesday, January 27	Last Day to change or drop course(s)
Wednesday, February 4	Accelerated First Three Weeks End
Wednesday, February 25	Accelerated First Six Weeks End
Monday, March 2	Accelerated Second Nine Weeks Begin
Tuesday, March 3	Founder's Day, classes will begin at 1:00 P.M.
Friday, March 13	Last Day to drop course(s) and receive a grade of "W". After this date, a grade of "WF" or "WP" will be recorded
Thursday, March 19	Accelerated First Nine Weeks End
Saturday, March 21	Mid-Term Ends
Monday, March 23	Accelerated Second Six Weeks Begin
Thursday, April 9	Accelerated First Twelve Weeks End
Monday-Friday, April 13-17	Pre-Registration Week
Monday-Saturday, April 20-25	Easter Monday Holiday and Spring Recess
Monday, April 27	Classes Resume, 8:00 A.M. Last Day to remove "I" grades and the last day to drop course(s)
Monday-Saturday, May 4-9	Final Examinations — Seniors
Friday, May 8	Accelerated Second Six Weeks End Accelerated Second Nine Weeks End
Monday-Saturday, May 11-16	Final Examinations
Sunday, May 17	Commencement Activities

FALL SEMESTER, 1981-82

Wednesday, August 19	Residence Halls Open, 8:00 A.M.
Thursday-Friday, August 20-21	Registration for old and new students
Monday, August 24	Instruction Begins, 8:00 A.M. Regular Sixteen Weeks Accelerated First Three Weeks Accelerated First Six Weeks Accelerated First Nine Weeks Accelerated First Twelve Weeks
Friday, September 4	Last Day to change or drop course(s)
Monday, September 7	Labor Day Holiday, Classes Dismissed, Offices Closed
Monday, September 14	Accelerated First Three Weeks End
Monday, October 5	Accelerated First Six Weeks End
Wednesday, October 7	Accelerated Second Nine Weeks Begin
Friday, October 9	Last Day to drop course(s) and receive a grade of "W". After this day, a grade of "WF" or "WP" will be recorded
Saturday, October 17	Mid-Term Ends
Monday, October 26	Accelerated First Nine Weeks End
Wednesday, October 28	Accelerated Second Six Weeks Begin
Monday, November 16	Accelerated First Twelve Weeks End
Monday-Friday, November 16-20	Pre-Registration Week
Monday-Saturday, November 23-28	Thanksgiving Recess
Monday, November 30	Classes Resume, 8:00 A.M.
Friday, December 4	Last Day to drop course(s) Last Day to remove "I" grades
Friday, December 11	Accelerated Second Six Weeks End Accelerated Second Nine Weeks End
Monday-Saturday, December 14-19	Final Examination Week

SPRING SEMESTER, 1982

Sunday, January 10	Residence Halls Open, 8:00 A.M.
Monday-Tuesday, January 11-12	Registration for old and new students
Wednesday, January 13	Instruction Begins, 8:00 A.M. Regular Sixteen Weeks Accelerated First Three Weeks Accelerated First Six Weeks Accelerated First Nine Weeks Accelerated First Twelve Weeks
Friday, January 15	Dr. Martin L. King, Jr.'s Birthday, Classes Dismissed at 1:00 P.M.
Tuesday, January 26	Last day to change or drop course(s)
Wednesday, February 3	Accelerated First Three Weeks End
Wednesday, February 24	Accelerated First Six Weeks End
Monday, March 1	Accelerated Second Nine Weeks Begin
Wednesday, March 3	Founder's Day, classes will begin at 1:00 P.M.
Friday, March 12	Last day to drop course(s) and receive a grade of "W". After this day, a grade of "WF" or "WP" will be recorded
Thursday, March 18	Accelerated First Nine Weeks End
Saturday, March 20	Mid-Term Ends
Monday, March 22	Accelerated Second Six Weeks Begin
Thursday, April 8	Accelerated First Twelve Weeks End
Monday-Saturday, April 12-17	Easter Monday Holiday and Spring Recess
Monday, April 19	Classes Resume, 8:00 A.M.
Monday-Friday, April 19-23	Pre-Registration Week
Friday, April 23	Last Day to remove "I" grades and the last day to drop course(s)
Monday-Saturday, May 3-8	Final Examinations — Seniors
Friday, May 7	Accelerated Second Six Weeks End Accelerated Second Nine Weeks End
Monday-Saturday, May 10-15	Final Examinations
Sunday, May 16	Commencement Activities

DEPARTMENTS

ART	Dr. Josiah L. M. Baird
BIOLOGY	Dr. Curtis D. Turnage
BUSINESS & ECONOMICS	Dr. John H. Carson
EDUCATION & PSYCHOLOGY	Dr. Edyth B. Cole
GEOSCIENCES	Dr. Maurice C. Powers
INDUSTRIAL ARTS & TECHNOLOGY ...	Dr. Bishop M. Patterson
MATHEMATICAL SCIENCES	Dr. Sohindar S. Sachdev
MODERN LANGUAGES	Dr. Anne M. Henderson
MUSIC	Dr. Edna L. Davis
PHYSICAL EDUCATION & HEALTH	Dr. W. Curtis Williams
PHYSICAL SCIENCES	Dr. James H. Townes
SOCIAL SCIENCES	Dr. Melvin L. Murphy

DIVISIONS

GENERAL STUDIES	Mrs. Helen M. Caldwell
SPECIAL STUDIES & PROGRAMS	Dr. Louis V. Nadeau
EXTENDED DAY, SUMMER SCHOOL & BEEP	Dr. Floyd L. Robinson
STUDENT TEACHING/TEACHER EDUCATION, ACTING DIRECTOR	Mr. Robert Thomas

**DEPARTMENTAL
CHAIRPERSONS****DIRECTORS**

CORRESPONDING DIRECTORY

To facilitate prompt attention, inquiries should be written to the appropriate person and office, Elizabeth City State University, Elizabeth City, North Carolina 27909. The University information number is (919) 335-3400.

General

Dr. Marion D. Thorpe, Chancellor
Mr. Ellis H. Smith, Assistant to the Chancellor
Dr. Thaddeus V. Beasley, Director, University Planning

Academic Programs

Dr. Jimmy R. Jenkins, Vice Chancellor for Academic Affairs
Dr. Harry J. Ghee, Assistant Vice Chancellor for Academic Affairs/Administration
Dr. Louis V. Nadeau, Assistant Vice Chancellor for Academic Affairs/Special Studies and Programs

Student Affairs

Dr. Eloise B. Horton, Vice Chancellor for Student Affairs
Mr. Willie B. Spence, Assistant Vice Chancellor/Student Affairs

Admissions and Recruitment

Mrs. Wanda E. McLean, Director of Admissions and Recruitment

Financial Aid Programs

Mrs. Alma M. Newby, Director of Financial Aid
Mrs. Barbara F. Simpson, Assistant Director of Financial Aid

Business Affairs

Mr. Roger A. McLean, Acting Vice Chancellor for Fiscal Affairs
Mrs. Shirley F. Jones, Comptroller

Records and Transcripts

Mr. Tommy M. Foust, Registrar
Mrs. Mary B. Godfrey, Assistant to the Registrar

Housing

Mr. Milton R. Kent, Housing Director

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GENERAL INFORMATION

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The University of North Carolina

North Carolina has one statewide University consisting of sixteen constituent institutions. The corporate history of this University begins in 1789, when the General Assembly chartered The University of North Carolina. That institution opened its doors to students at Chapel Hill in 1795.

By act of the General Assembly of 1931, the North Carolina College for Women at Greensboro and the North Carolina State College of Agriculture and Engineering at Raleigh were consolidated with the University at Chapel Hill to form a multicampus institution designated The University of North Carolina. In 1963 the General Assembly renamed the campus at Chapel Hill as The University of North Carolina at Chapel Hill and that at Greensboro as The University of North Carolina at Greensboro. In 1965 the campus at Raleigh was renamed North Carolina State University at Raleigh.

Charlotte College was added in 1965 as The University of North Carolina at Charlotte, and in 1969 Asheville-Biltmore College and Wilmington College became, respectively, The University of North Carolina at Asheville and The University of North Carolina at Wilmington.

In 1971 the General Assembly in special session merged, without changing their names, the remaining ten state-supported senior institutions into the University. These are Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created, effective July 1, 1972, a statewide multicampus university of sixteen constituent institutions called The University of North Carolina.

The present State Constitution, adopted in 1970, includes this language, which is essentially the same provision that has appeared in the Constitution since 1868: "The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina. . . ." In the reorganization act of 1971, the constitutionally authorized Board of Trustees was designated the Board of Governors. This Board, consisting of thirty-two members elected by the General Assembly, is "responsible for the general determination, control, su-

pervision, management, and governance of all affairs of the constituent institutions.”

Each constituent institution has a board of trustees composed of thirteen members. Of these thirteen, eight are elected by the Board of Governors, four are appointed by the Governor, and one, the elected president of the student body, serves *ex officio*. The North Carolina School of the Arts has two additional trustees, both of whom serve *ex officio*. The principal powers of these institutional boards are exercised under a delegation of authority from the Board of Governors.

Each constituent institution of The University of North Carolina has its own faculty and student body. The chief administrative officer of each institution is the chancellor. The chancellors are responsible to the President, who is the chief administrative officer of the statewide University. General policy and appropriate allocation of function are effected by the Board of Governors and by the President with the assistance of other administrative officers of the University. The office of the General Administration is located in Chapel Hill.

Elizabeth City State University: Brief History

Elizabeth City State University has been a growing, co-educational, undergraduate, public, state-assisted institution since its inception on March 3, 1891. The bill to establish the institution was introduced by **Hugh Cale**, a black representative from Pasquotank County, as House Bill 383 in the North Carolina General Assembly during the 1891 session. Initially, the institution was created, by law, as a normal school for the specific purpose of “teaching and training teachers” of the black race “to teach in the common schools” of North Carolina. It was named State Colored Normal School and began operation on January 4, 1892, with a budget of \$900.00, a faculty of two members, and a student enrollment of 23.

In 1899, the institution survived a state-wide effort to consolidate normal schools and, during the same year, began its first summer session. The school was moved to its present and permanent location on September 9, 1912.

Between 1891 and 1928, the curriculum was expanded from elementary and secondary school level courses to two-year “normal” courses under the leadership of **Peter Weddick Moore**. The enrollment was increased from 23 to 355 students and the faculty from two to 15 members by the time Dr. Moore retired as President-Emeritus on July 1, 1928.

Under the leadership of **John Henry Bias**, second president, who

served from July 1, 1928, until his death on July 15, 1939, the Secondary-School Department was discontinued in 1931. The institution was elevated from a two-year normal to a four-year teachers college in 1937. Its name was officially changed to Elizabeth City State Teachers College by an act of the North Carolina General Assembly as of March 30, 1939. In addition to the purpose of "teaching and training teachers" of the black race to teach in the common schools of North Carolina, a second purpose was added: the training of elementary-school principals for rural and city schools. The first Bachelor of Science degrees (which were in Elementary Education) were awarded by the College to 26 graduates in May, 1939.

Harold Leonard Trigg, who served as the third president from November 18, 1939, until he resigned on December 31, 1945, laid plans for physical expansion, concentrated his efforts and skills in strengthening the faculty and improving the curricular offerings, and aided students through the medium of the National Youth Administration at the College.

Sidney David Williams, who became the fourth president of the College, served from January 1, 1946, until he retired on August 31, 1958. During his administration, the Association of Colleges and Schools, an organization of black institutions, recognized the College as an "A"-rated institution in 1948; the vocational-technical program was organized in 1957; and improvements were made in the curricula as well as in the physical plant. He was honored by being appointed the second President-Emeritus of the institution by the Board of Trustees on September 16, 1969. Dr. Williams died January 21, 1974.

The institution reflected multi-dimensional growth and development under the administration of **Walter Nathaniel Ridley**, who served as the fifth president from September 1, 1958, through June 30, 1968. Curricular offerings were expanded between 1959 and 1963 from a single Elementary Education Major to 12 additional academic majors with a multi-choice of minors and concentrations in several of then 10 departments of instruction for students pursuing teaching programs and in non-teaching areas of biology, English, chemistry, mathematics, and social sciences.

The College was elevated from the "approved" list to full membership in the Southern Association of Colleges and Schools in December, 1961. Its accreditation has been reaffirmed by this regional agency since.

The name of the institution was officially changed from Elizabeth City State Teachers College to Elizabeth City State College by an Act

of the North Carolina General Assembly in 1963, but it remained a predominantly teacher-training institution. The vocational-technical curriculum, which was established in 1957 to provide training in automobile mechanics, brickmasonry, cosmetology, radio and television, was discontinued in August, 1964. The Area of Education, the Academic Area, and the grouping of departments under each was discontinued on July 1, 1967.

When Dr. Ridley's administration ended on June 30, 1968, the institution had dramatically grown in all dimensions.

Marion Dennis Thorpe, who became the first chancellor when Elizabeth City State University was made one of the 16 senior institutions of The University of North Carolina on July 1, 1972, served as the sixth president from July 1, 1968 through June 30, 1972.

Dr. Thorpe's administration showed a vigorous continuance of efforts to improve the institution academically and physically. Among those efforts were additions to and revisions in administrative, secretarial, clerical and maintenance personnel plus employment of additional experienced faculty members with doctorate degrees, so that the faculty/staff has doubled in size. Accompanying these developments was reorganization of the administrative structure.

Special programs for all Freshmen and increased emphasis on inter-institutional cooperation have also marked his administration. Various offices and components were established, such as a Planning Division and Offices covering Development, Institutional Research, Archives & Records Center (then one of the few historically Black colleges with such), Health Careers Center, and Living-Learning Centers and such programs as Talent Search, one combining Physical & Special Education, Title XX Child Training Development, and Independent Study, were implemented. Other advances were establishing a "Nature Trail" (outdoor classroom), the Trustees naming professors emeriti, conducting Economic Impact studies, and establishing a student/faculty literary magazine (the *Albatross*)—not to mention completion of several buildings, erection of four others with another one in progress and plans for still other structures, including a 200-student residential complex. Along with these capital improvements has been extensive renovations and upgrading of utilities, moving of houses, conversion of residences to offices and a campus beautification program, which will be highlighted by a new chancellor's residence replacing the one destroyed by fire.

President-Chancellor Thorpe's administration also developed a General Studies Division with its Academic Skills Center, and three academic departments. In addition, thirteen new degree-granting

programs were implemented with four others approved in 1979-1980. Very significant in the institution's recent history was culmination in 1979-1980 of concentrated and cooperative efforts by President William Friday and Dr. Thorpe with the blessings of the Governor, General Assembly and Board of Governors, resulting in implementing a graduate center. This was a milestone in the development of the institution.

In other wide-ranging and significant developments, a Continuing Education Center is well into the planning matrix and it will have significant overtones in international service through cooperation of industry/labor/education. The school, a Bicentennial Campus in 1976, is already a state center for study of industry/education/labor interaction as well as being a state center for math contests. Much support has been given athletic and musical groups. A faculty newsletter (*Spectrum*) was established as was a Faculty Council; computer capability grew dramatically; many associational and civic groups and meetings found a cordial host on campus; Library holdings and library use have increased greatly; Long-Range and Affirmative Action plans were revised; a PABX telephone system was installed; and the institution's history was written. Self-studies and resultant reaffirmation of accreditation have also marked Dr. Thorpe's administration as well as a rare letter of commendation received from the State Auditor.

Also highlighting Dr. Thorpe's tenure as chief executive is a major fund raising program, including charitable and corporate giving, the Alumni Fund Annual Giving campaign, "Advancement 200," and a significant increase in federal funding, including student financial aid. Notable among gifts are the Massey Scholarship Fund and a very sizable contribution from Mr. Walter R. Davis (the largest such gift from an individual among the state's public historically black colleges) — after whom the Department of Business & Economics has been named. In addition there was established the ECSU Foundation, the Cluster concept, and a University Endowment Fund (Board of Trustees).

During Dr. Thorpe's administration, Elizabeth City State College was one of the oldest and last of the public, state-supported institutions in North Carolina to be recognized by the changing of its name from "college" to "university." Effective July 1, 1969, the College became Elizabeth City State University through Chapter 801 of the 1969 Session Laws, ratified June 11, 1969.

Dr. Thorpe has broadcast the institution's message far and wide, ranging from a tour of the Far East to presenting sculpture to citizens

of Elizabeth City and sending the choir to Europe and the Bahamas. This is but complementary to a revitalized alumni association and the institution's pride in the accomplishments of graduates in academics, other pursuits, and professional athletics.

Historic Location

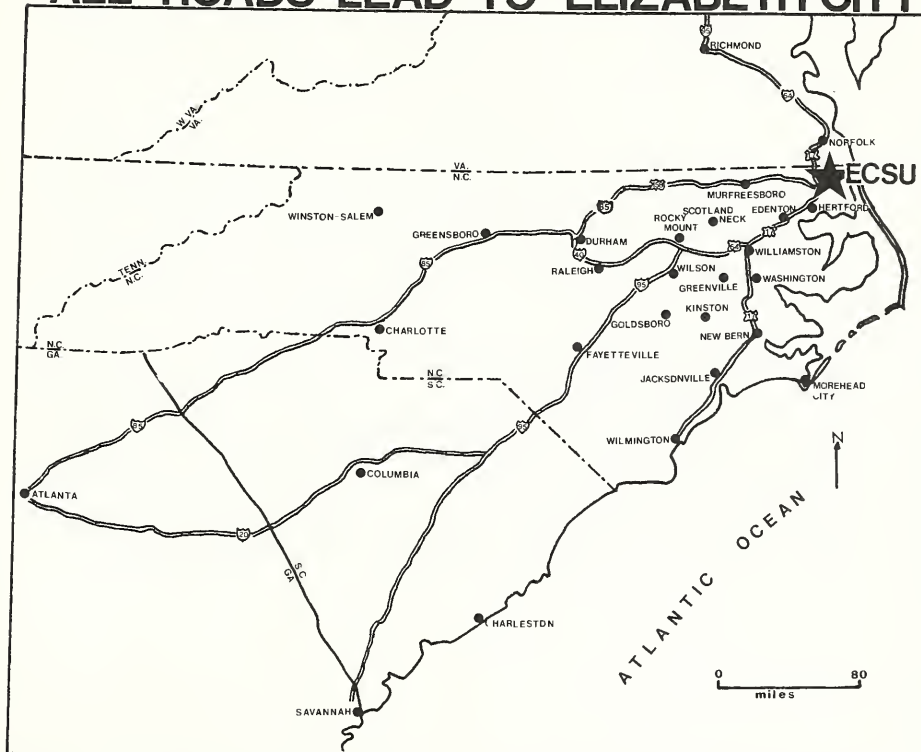
Students who are interested in attending an institution nestled in surroundings of early historical sites of America and rich in a wide variety of excellent opportunities for tours, fun and invigorating sports will find ECSU, which is based in Elizabeth City, North Carolina, near the mouth of the Pasquotank River, to be an ideal place to study.

ECSU offers the student opportunities to pursue degree programs in the relatively mild climate of the great Albemarle Sound area.

In addition to being able to study in an intriguing location combining history and romantic legend, facilities for hunting and fishing, and unlimited opportunities for pleasant living, ECSU offers varied social, cultural, religious, recreational and educational programs, organizations, clubs, fraternities and sororities.

United States Highways 17 and 158 make the city and the University easily accessible to automobile and bus routes from all points. Trailways Bus Lines serve the city. Hotels and motels are available to accommodate overnight visitors.

ALL ROADS LEAD TO ELIZABETH CITY



Mission

Elizabeth City State University, a baccalaureate coeducational university of Liberal Arts and Sciences, is a constituent institution of The University of North Carolina which serves a student population primarily reflecting the demographic, socioeconomic, and educational diversity found in the Coastal Plains Region of the State. The University maintains a tradition of providing high quality programs particularly designed to prepare students for teaching in numerous areas and for professional careers.

These programs are student-centered, maximizing the potential advantages of our small size, encouraging and assisting students in the process of "Life Planning." In its efforts to educate students for responsible and creative participation in a modern society, Elizabeth City State University endeavors to combine critical pursuit of knowledge with cultural, residential and athletic programs and to unite maximum academic achievement with dedicated service.

Fundamental to the fulfillment of this mission and the realization of goals is the continuous awareness on the part of students, faculty, staff, administrative personnel, alumni, and community of the importance of providing the proper atmosphere for the intellectual development of qualified students and maintaining a strong student body, faculty and staff, alumni and community dedicated to scholarship and the purposes of the University. Moreover, the University must strive to exist as a model community which breeds a sensitivity to the dignity of others and which is relevant to the needs of a rapidly changing and on-going society.

Philosophy

By declaration and organization, Elizabeth City State University seeks the total development of good citizens and the preparation of its students as thoroughly-trained and professional teachers and workers. Such activity emphasizes the education of the whole person — mentally, emotionally, physically, socially, esthetically, and spiritually.

The University is dedicated to educating students regardless of race, creed, color, or sex and to bridging any gaps which are evident in order that all students admitted may receive a university education so vital for the world of life and work. The University further dedicates itself to both structured and unstructured learning situations that enable the institution's programs to be applicable to its student constituency. The structured and unstructured learning situations

are designed to occur, insofar as possible, off as well as on the university campus proper.

The University's program of instruction rests fundamentally on the idea that a liberal education, as well as a vocational or professional education, is indispensable for generating a truly free society. Secondly, it rests on the belief that the means of acquiring excellence should be available.

Philosophically those of us at Elizabeth City State University believe that the essence of democracy is faith in the essential worth of each individual human being. The foundation upon which a democracy rests is its school. The thorough preparation of students to become productive citizens and leaders functioning within a democracy, then, is the chief responsibility which we must assume.

ECSU Buildings and Grounds

The University has approximately 829 acres of which approximately 87 represent the campus proper; about 68 acres comprise the former farm on Weeksville Road (N.C. 34); a 639-acre tract reserved for educational research is in Currituck County; and 35 acres comprise other holdings designed for residential or expansion purposes. ECSU has 47 temporary and permanent structures for instruction, housing, storage and other operations — many with provision for the handicapped and several having CD and Red Cross shelter ratings. Primary structures and special purpose land areas are described as follows:

The Athletic Field, reworked for practice usage and containing a small field house is the remainder of the former site of intramural and intercollegiate athletics.

Bedell Hall, an attractive hexagonal-shaped air-conditioned cafeteria capable of serving over 2000, was completed in 1969 and named for the late Mamie Bedell (1910-1971), former food service supervisor.

Bias Hall, a three-story residence hall with normal capacity for 128 students and used primarily for Freshmen women, was erected 1938, renovated 1954, 1964, 1973, and named for the late John Henry Bias (1879-1939), second president.

Butler Hall, a three-story residence hall with normal capacity for 120 men, was erected in 1926, added to in 1939, renovated 1955, 1964, 1973, and named for the late John Henry Manning Butler (?-1944), second teacher at the institution. It also houses Living/Learning Center offices.

Cale Hall, a three-story residence hall housing 36 upperclass women and some faculty women, was erected 1956 and named for the Honorable Hugh Cale (1835-1910) who introduced legislation establishing the institution.

Caldwell-Hoffler Infirmary, an air-conditioned structure with 20 beds and housing the Health Careers Recruitment Counseling Center, was erected

1952, renovated 1973, and named for the late University Physicians, George Washington Cardwell (1872-1942) and Ernest Linwood Hoffler (1883-1963), a former trustee.

Central Supply temporarily occupies a former dwelling (1922).

Cottages 1, 2, 3 (all, 1950) are former dwellings which, respectively, house the Title XX Program, Personnel, Federal Programs and Public Relations.

Dixon Hall, erected 1977, air-conditioned, two-story, and named for McDonald Dixon, former Trustee Chairman, contains new classrooms, instructional shops, and offices for Industrial Arts & Technology. It has provisions for the handicapped and an elevator.

Doles Hall, a three-story residence hall with normal capacity for 72, and housing upper class women, was erected 1956 and named for the late John Thomas Doles (1873-1948) and Mary DeLoatch Doles, former faculty members.

G. R. Little Library, an attractive air-conditioned, two-story building, erected 1966 to replace the 1939 structure which the Library outgrew, was named for the late George Roscoe Little, Sr. (1873-1954), former Trustee chairman. Renovation of the 1966 structure and a two-story addition were completed in 1978. It has provisions for the handicapped and an elevator.

Golf Driving Range with storage houses was established 1972 on a portion of the "farm" area.

Hollowell Drive, a campus thoroughfare, was dedicated February 28, 1965, in honor of the late Isabella Hollowell '95 (1872-1973), a member of the first class (1892) and benefactor of the University.

Housekeeping Services, occupies a former dwelling (1930) once quartering Central Supply.

Industrial Arts Shop, a two-story building and one of the oldest on campus (erected 1918) has served through the decades for "manual training," as a laundry and following 1963 renovations, as temporary Industrial Arts instructional space and storage area.

Johnson Hall, a two-story, air-conditioned classroom building erected 1966, also houses faculty offices, Academic Skills Center, Institutional Research and Archives offices, science labs, art studios and a lecture room. It is named for Evelyn Adelaide Johnson, first professor emeritus (Music) at the institution.

Lane Hall, believed to be the *oldest building* on campus (erected 1909), once housed the entire academic and administrative operations of the institution. It was later modified to be the cafeteria. Renovations in 1961 improved such service while 1973 renovations and air-conditioning converted the building to its present use with classrooms, labs, offices, special programs and copy center. It is named for the late Frances Lane Bias (1879-1943), wife of the second president.

Lester Hall, two-story air-conditioned science building with classrooms, labs, offices and a lecture room, was erected 1952, renovated 1973, and named for the late Aurelius P. Lester (1885-1980), a former faculty member and registrar.

McLendon Hall, formerly the Ark and among the oldest buildings, was once a schoolhouse. It has housed various operations but currently houses the Laboratory Nursery/Kindergarten with its adjacent playground, as well as the laundry service. Erected 1920, it was renovated 1957 and 1965 and named for the late Lucille M. McLendon, former teacher-training supervisor.

The former **Maintenance Building**, erected 1958 and a portion renovated in 1969, was renovated (1979-80) for use of the Bookstore and Central Supply.

Mitchell-Lewis Hall, a three-story residence hall with normal capacity for 176 women, was erected 1969 and named for the late Edna Harris Mitchell (1901-1963) and the late Eva Jane Lewis (1884-1946), former faculty members.

Moore Hall, a two-story structure, was erected 1922 and an addition built in 1939, with funds from the Federal Works Agency of the Public Works Administration. Further renovations and/or interior modifications occurred in 1961, 1967, 1970-1971 and 1976-1977. Formerly the chief administration and classroom building, it now houses classrooms, communications and math labs, academic and administrative offices, the data processing center, postal room and an air-conditioned auditorium equipped with projection room, movie screen, a new grand piano and three-manual organ. The building was named for Peter Weddick Moore (1859-1934), first president-emeritus.

Nature Trail (outdoor classroom) was established in 1974 to expand instructional opportunities for ecological and related studies.

Ridley Hall, air-conditioned and of striking design, houses student union activities. Erected 1969 and named for Walter Nathaniel Ridley, fifth president, it contains a lounge, bookstore, meeting rooms, student government offices, television lounge, dining and game rooms, and snack bar.

Student Services Building (formerly laundry, Pirate's Den, Lighthouse, Publications Building, Galley) houses such offices as counseling, guidance and testing, director of housing, career placement and other administrative offices. It was erected 1923. Various renovations for revised building functions (including former security headquarters) occurred in the 1960's.

Symera Hall, a three-story residence hall for men (formerly housed women), is the first residence hall and is believed to be the second oldest building on campus. Erected 1912, it was rebuilt in 1949 and renovated 1975 with normal capacity for 96 students. It was named for the late Symera Raynor Moore (1860-1922), wife of the first president.

Tennis Courts, for instruction, recreation and intercollegiate matches, constructed 1958. Additional courts under construction.

Thomas-Jenkins Hall, erected 1977, air-conditioned and having provisions for the handicapped, is the new Physical Plant and Security Headquarters. It is named for Harvey Loyal Thomas, once Dean of Men and now Superintendent of Buildings & Grounds; and the late Charles Jackson Jenkins (1869-1943), former engineer and Superintendent of Buildings and Grounds.

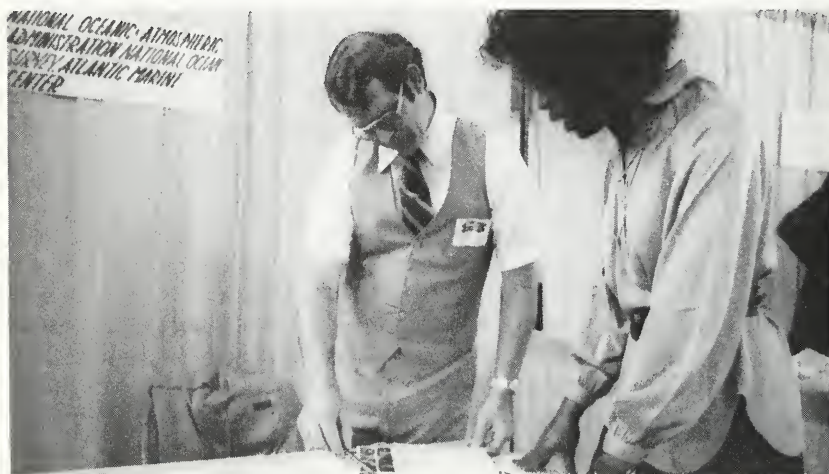
Thorpe Hall, air-conditioned administration building, has successively housed the library, academic operations and the student union. Erected 1939 with an addition in 1959, it was renovated 1967, 1971 and 1973. It houses the chancellor's, business and other administrative offices. It is named for Marion Dennis Thorpe, Sr., sixth president and first chancellor.

Vaughan Center, an air-conditioned two-story structure, is a building in two phases, first erected 1969 and a large addition completed 1976. It is a commanding facility housing classrooms, academic offices, dance and exercise studios, Olympic-size swimming pool, spacious lounge areas, a gymnasium seating 4500, therapy and gymnastic rooms and second floor game areas. It is named for Robert Louis Vaughan, Professor of Physical Education, Athletic Director and Head Basketball Coach for many years.

Wamack Hall, a three-story residence hall with normal capacity for 124 men, was erected 1969 and named for the late Timothy Hiram Wamack (1915-1972), formerly faculty member.

Williams Hall, a two-story structure, was erected 1951 for physical education and fine arts. Renovated 1963-1964 and 1975-1976, it houses the Music Department and student activities center. In addition to classrooms, academic offices, studios and music library, it has a gymnasium seating 1500 which can be converted to an auditorium seating 2500. It is named for the late Sidney David Williams (1892-1974), fourth president and second president-emeritus.

Under Construction (1980-81) are a new Outdoor Physical Education Complex including major sports playing field; Early Childhood Education Building; Graduate and Continuing Education Center; Residence Complex to hold approximately 200 students; Campus Utilities (including major renovations on almost all existing campus buildings); a new Chancellor's Residence; and a Psychology-Education Building. Other major construction is planned and scheduled for the calendar year 1981.



**ADMISSIONS,
EXPENSES, AND
FINANCIAL AID**

ecsu



ADMISSIONS

Office of Admissions and Recruitment

The primary functions of the Office of Admissions are to obtain all necessary information required for admissions, evaluate academic records, make determinations of eligibility for admissions, notify applicants of decisions rendered concerning admissions, and coordinate a smooth transition of students from high school and/or college to Elizabeth City State University.

The primary functions of the Recruitment component are actual student matriculation or enrollment and to identify and assist prospective students in securing and understanding information and forms for applying to the University.

Admission Policies and Procedures

Elizabeth City State University welcomes applications from all students and accepts as many qualified applicants as available facilities and faculty can accommodate without regard to race, color, creed, religion, sex or national origin. As an equal educational opportunity institution, no distinction is made on such basis in the admission of students to any of its programs or activities.

In applying for admission, the following steps should be taken as far in advance as possible since admission may be granted when all of the necessary documents are received.

- A. An application for admission can be obtained from the Office of Admissions.
- B. An application for admission should be submitted with the necessary official transcripts and other required documents to the Office of Admissions. A non-refundable fee of \$10.00 must accompany the application.
- C. Ask his/her high school counselor to send a six- or seven-semester transcript if he/she is still in high school and a final report upon graduation. If he/she is out of high school, have a complete transcript sent. If he/she has attended more than one high school, a single report is sufficient if it includes all of his/her work; otherwise, a report will be needed from each high school attended.
- D. If he/she has attended another college or university, an official transcript of the records must be filed from each institution attended. If he/she is still enrolled in another college or university, a partial record may be used for considering admission, but a complete record will be required before his/her admission file is considered to be complete.
- E. New students are required to take the Scholastic Aptitude Test (SAT) before admission will be granted.
- F. Health record, completed and certified by a physician after acceptance, should be submitted on a medical form supplied by the Admis-

sions Office and mailed directly to the Director of Student Health Services at Elizabeth City State University.

- G. An Intent to Enroll deposit of \$25.00 is required of all students. The Intent to Enroll deposit form will be sent with your Certificate of Acceptance. You should return this deposit and form immediately.
- H. Admission to ECSU does not insure automatic reservation of on-campus housing. Students indicating an interest in campus housing will be sent a housing request.

Academic Preparation for Admission to ECSU

For admission to Elizabeth City State University it is expected that the record of the student seeking admission will be in conformity with the following pattern:

- A. Graduation from an approved high school or satisfactory completion of the GED Certificate.
- B. Those planning to enter the University should be guided by the following standards in completing their preparatory academic work:
 - 1. English — four (4) units
 - 2. Mathematics — two (2) units
 - 3. Social Sciences — two (2) units
 - 4. The Sciences — two (2) units
 - 5. Other Subjects — six (6) units

General Admission Standards

Admission of Freshman Students

A student desiring admission as a Freshman must meet the requirements in this section and also any special requirements for the chosen curriculum or major:

- A. Submit a formal application for admission and have the secondary school provide a transcript of high school credits, rank in class, scores on standardized test(s) and proof of high school graduation.
- B. Present a minimum of 16 acceptable units of secondary school credit. The 16 units must include: Science, two (2) units; English, four (4) units; Social Sciences, two (2) units; Mathematics, two (2) units including Algebra as one of the units; and Other, six (6) units.
- C. Achieve satisfactory scores on the Scholastic Aptitude Test (SAT). It is the applicant's responsibility to request that scores be sent to the Office of Admissions directly from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.
- D. Pass any required high school competency test as per the Laws of the State of North Carolina.

Admission of Transfer Students

Elizabeth City State University follows the Guidelines for Transfer Credits issued in May, 1974 by The University of North Carolina General Administration in accepting transfer credits for students who

transfer from four-year institutions (other than those in The University of North Carolina system), from two-year community colleges, and two-year technical institutes.

Transcripts are given full value if the student is transferring from a college or university accredited by the Southern Association of Colleges and Schools or similar regional associations. For schools not regionally accredited, the recommendation contained in the current issue of the Report of Credits given by Educational Institutions, published by the American Association of Collegiate Registrars and Admissions Officers, will be followed.

1. Each applicant should submit an official transcript bearing the original seal and signature of the official in charge of records from each college or university attended previously. The student will also need to submit any other records or letters which the University may require to support the application for admission.

2. A transfer applicant is expected to have maintained a "C" average (2.00 based on a "A" grade being 4 points) for all college work previously attempted and not be under suspension from the last college or university attended.

3. A transfer applicant under academic suspension from the last institution attended will not be considered for admission during the period of suspension or, if suspended for an indefinite period, until six months have passed since the date of attendance.

4. A transfer applicant under disciplinary suspension will not be considered for admission until a clearance and a statement of the reason for suspension is filed from the previous institution.

5. Transfer credit from a two-year college will not be accepted if that credit is earned after the total number of hours of credit accumulated at all institutions attended exceeds one-half the number of hours needed for the earning of a baccalaureate degree at ECSU.

Admission of Re-Admitted Students

Any qualified former student who withdrew from the University for a semester or longer and who wishes to return must re-apply for admission by submitting an application form, accompanied by a \$10.00 non-refundable processing fee.

- A. A student who has terminated attendance without securing an honorable withdrawal may not apply for re-admission until his or her record has been cleared by filing a written petition for official withdrawal with the Vice Chancellor for Student Affairs.
- B. A student who has been suspended for academic or other reasons and who wishes to re-apply for admission must appeal in writing to the Committee on Admissions at least 10 days before the first day of registration for a given semester or summer school session.

Admission of Special Students

A special student is a student who is not a prospective degree candidate but who wishes to take advantage of opportunities for study provided by the University, and who can present satisfactory evidence of adequate preparation and ability to pursue successfully college-level work. A special student may later matriculate for a degree if he/she satisfactorily meets admission standards and conforms to the general requirements of the University and the appropriate department of instruction.

Admission of Transient Students

A transient student is one who takes courses for credit but is a degree candidate at an institution other than ECSU. He/she may be admitted to the University for any semester or summer school session with approval for enrollment in specific courses by the Vice Chancellor for Academic Affairs and/or equivalent officer of the institution regularly attended. One can apply by completing an admission application.

Admission to Audit Classes

Eligible students who wish to audit courses may do so by permission of the Assistant Vice Chancellor for Special Programs and the instructor. Students who have matriculated at ECSU may audit courses with the approval of their advisor and instructor(s) involved. The tuition and fees for auditing courses are the same as for taking courses for credit. The degree of participation in courses and examinations is optional with the instructor. Auditors receive no credit but are expected to attend classes as regularly as possible and to abide by the University rules and regulations governing conduct and health.

No grade and no quality points will be given, but the auditor's permanent record will reflect the courses audited.

For further information concerning policies and procedures in Admissions, contact

Office of Admissions
Elizabeth City State University
Elizabeth City, North Carolina 27909
(919) 335-3305

College-Level Examination Program

The College-Level Examination Program (CLEP) was established in 1965 by the College Entrance Examination Board (CEEB) to provide a means of measuring the academic achievement of those who

had acquired their education outside the classroom in non-accredited institutions, or through non-credit college courses, rather than those who had acquired their education in the traditional way. Students who have acquired knowledge through correspondence courses, extension courses, educational television, adult education programs, on-the-job training experience, and/or independent study are provided an opportunity to demonstrate their knowledge and validate their learning by receiving college credit on the basis of these examinations.

CLEP may be used as a means for providing credit and advanced standing by both newly accepted and enrolled students.

Publications about CLEP are available free on request to individual candidates wishing to take the examinations. CLEP MAY BE FOR YOU is a general description of the principal features of the program, including capsule descriptions of the examinations. *The Bulletin of Information for Candidates* provides information about how, when, and where to take the examinations. The two booklets, *A Description of General Examinations* and *A Description of the Subject Examinations*, give detailed information about the examinations themselves.

Questions concerning the administration or use of CLEP at Elizabeth City State University should be directed to:

The Director
Guidance, Counseling and Testing Center
Elizabeth City State University
Elizabeth City, North Carolina 27909
Telephone (919) 335-3273

EXPENSES: TUITION AND FEES

Classification Determinations

There is a distinction between legal residence and residence for tuition purposes. Non-residents of North Carolina attending Elizabeth City State University pay a higher tuition than their resident counterparts. This is the case at all state supported Universities in North Carolina.

- A. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve months immediately prior to classification.
- B. Twelve month's legal residence means more than simply living in North Carolina. In particular, it means maintaining a domicile (permanent home indefinite duration) as opposed to maintaining a more temporary residence or abode incident to enrollment in an institution of

- higher education. For students classified as non-resident, the responsibility is on the student to establish facts which justify classification of the student as a resident entitled to in-state tuition rates.
- C. Being classified a resident for tuition purposes is contingent on the student's providing all information that the institution may require in making the residence determination.
 - D. If an individual, irrespective of age, has living parent(s) or court-appointed guardian, the domicile of such parent(s) or guardian is rebuttable evidence of the domicile of the individual; thus, this evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed rebuttable evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or next enrollment.
 - E. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residency intent.
 - F. If both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.
 - G. A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service.
 - H. Aliens: Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other non-resident.
 - I. Property and Taxes: Ownership of property in, or payment of taxes to, the State of North Carolina, apart from legal residence, will not qualify one for the in-state tuition rate alone.
 - J. Change of Status: The residence status of any student is determined as of the time of first enrollment in an institution of higher education in North Carolina except: (1) in the case of a non-resident student at the time of first enrollment who has subsequently maintained domicile as non-student for at least twelve consecutive months and (2) in the case of a resident who abandons legal residence in North Carolina. In either case, the appropriate tuition rate will become effective at the beginning of the first subsequent term enrolled.
 - K. Responsibility of Students: Any student or prospective student in doubt concerning residence status must bear the responsibility for securing a ruling by stating his or her case in writing to the Director of Admissions. The student who, due to subsequent events, become eligible for a change in classification, whether from out-of-state to in-

state or the reverse, has the responsibility of immediately informing the Director of Admissions of this circumstance in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Fall and Spring Charges 1980-81

Per Semester

Tuition and Fees		<i>Boarding</i>	
N.C. Resident	\$135.00	N.C. Resident	\$1,031.00
Non-Resident	877.00	Non-Resident	1,773.00
Other Required Fees	168.50	<i>*Day Student</i>	
Room and Board	697.50	N.C. Resident	\$ 336.50
Book Rental	30.00	Non-Resident	1,078.50

Fall Semester 1980

Payment Schedule

<i>Payment Dates</i>	<i>Boarding</i>		<i>*Day Student</i>	
	N.C. Resident	Non-Resident	N.C. Resident	Non-Resident
Aug. 15, 1980	\$682.25	\$1,424.25	\$336.50	\$1,078.50
Oct. 15, 1980	348.75	348.75		

Spring Semester 1981

Dec. 15, 1980	682.25	1,424.25	336.50	1,078.50
Feb. 16, 1981	348.75	348.75		

*\$3.00 Commuter Fee and a \$30.00 Book Rental Fee are included for Day Students.

Financial Obligations

All students are expected to meet their financial obligations to the University promptly and without notice from the Business Office. It is each student's personal responsibility to keep parents or guardians informed of all charges even though the Business Office sends periodic statements of accounts. Students whose accounts are more than 14 days overdue may have their attendance in classes discontinued or be requested to withdraw from the University.

Students are urged to make their tuition and fee payments by mail at least 10 days before reporting to the University. Remittances should be sent directly to the Office of Fiscal Affairs, Elizabeth City State University, Elizabeth City, North Carolina 27909, in the form of certified check, cashier's check, money order or cash by registered mail. Personal checks are not accepted unless certified. Each check or money order should be made payable to Elizabeth City State University. A letter should be enclosed with each remittance stating clearly and specifically the purpose and for whom the money is in-

Student Teaching Fee

A fee of \$40.00 must be paid prior to student teaching.

Graduation Fee

A graduation fee of \$40.00 covers the cost of the diploma, senior dinner and related senior and commencement activities. It must be paid at least 45 days before the date of graduation.

Transcript Fee

Each student is entitled to one transcript, after graduation or withdrawal from ECSU, without cost upon receipt of a written request. For each additional transcript thereafter, a fee of \$2.00 is charged and is payable in advance of issuance.

All obligations to the University, financial or otherwise, must be cleared before transcripts are released.

Replacement and Late Reporting for Identification (ID Cards)

A charge is made for the replacement of a lost, destroyed, or misplaced ID card after the first one has been issued during registration. A student, faculty or staff member who fails to have an ID card made on the scheduled dates during registration must pay a \$5.00 fee to receive an ID card. No refund is made for a card which has been lost and then found after it has been replaced.

Charge of Caps, Gowns, etc.

These items can be purchased through the University Bookstore at least 45 days prior to the date of graduation.

Refund Policies

Refunds of tuition are made on the basis of an official notice of withdrawal filled out by the student, approved by the appropriate officials, dated on the day of withdrawal, and submitted to the Vice Chancellor for Student Affairs. No refund of tuition is made after 35 days of official enrollment in any semester.

All unused board charges are refunded, but there is no refund for fees, except for tuition, upon withdrawal after registration has been completed. Room rent is not refundable.

Refunds for tuition are as follows:

- 1 to 14 days after official registration day 80 percent
- 15 to 21 days after official registration day 60 percent
- 22 to 28 days after official registration day 40 percent
- 29 to 35 days after official registration day 20 percent

Book Rental Policies

The book rental system used at Elizabeth City State University began operation in 1972 for the benefit of students and faculty. Under this system, students can rent textbooks for each course in which they are enrolled. Some paper back books and all workbooks must be purchased by the student. Once the book rental charge has been made, no refund will be made.

Students who desire to purchase their textbooks are not required to pay the book rental fee. The purchase of textbooks must be a cash transaction.

All rental textbooks must be returned by the student no later than the second work day following the completion of final examinations. There will be a \$5.00 late fee for each textbook not returned on or before the specified time indicated above.

Students who drop courses after securing a textbook, should not loan books to other students. These books should be returned to the Bookstore for reissuing.

Fees are charged for pages torn from books or deliberate mutilation of a textbook in your possession. These charges will be added to the student's account.

No additional books will be issued unless all previously rented books are returned to the bookstore.

Lost books must be paid for or they will be charged to the student's account. This charge must be paid before a student can be issued additional books. Non-payment of book charges or fees may result in invalidation of enrollment. No credits will be issued after a charge is made.

Student Insurance Program

All students are included in our \$1,000 Blanket Accidental Program, and the premium for this insurance is paid by Elizabeth City State University.

In addition to this Accidental Program, Sickness coverage is available on a waiver basis. All students will be included in this program, and will be charged therefore, except those who specifically request otherwise by completing, signing and returning to the Office of Fiscal Affairs the Exemption Request Form. The privilege of declining to participate in this insurance plan is intended for students who already have medical reimbursement insurance for sickness.

This plan provides, in addition to Accidental coverage, protection from the expense of more costly sicknesses requiring hospital care, surgical treatment or physician's services. These are disabilities that

can seriously disrupt the educational budget. The cost of the Accidental Program, Sickness Plan is currently \$21.00 for the policy term.

Further information may be obtained by calling the Elizabeth City State University Office of Fiscal Affairs (919) 335-3472.

FINANCIAL AID PROGRAM

The financial Aid Program at ECSU is designed to assist students and their parents in financing their postsecondary education. Students who are enrolled, or accepted for enrollment, and are citizens or permanent residents of the United States are eligible to apply for financial aid. Assistance is available to eligible students in the form of grants, loans, scholarships and employment. Complete financial aid information is available in the Consumer Information Bulletin.

How To Apply

Necessary application forms for financial aid are available through the Financial Aid Office at ECSU. To become eligible for assistance each applicant must:

1. Apply for financial aid.
2. Have on file a needs analysis report showing financial need. (These forms may be obtained from high school counselors or from ECSU.)
3. Have on file all three copies of the Student Eligibility Report for the Basic Educational Opportunity Grant.
4. Be enrolled at least half-time as a regular student.
5. Show evidence of satisfactory academic progress.

ECSU participates in the following programs:

The Basic Educational Opportunity Grant (BEOG) Program is available to applicants who have not previously received a bachelor's degree; who are U. S. citizens or permanent residents; and who are enrolled on at least a half-time basis. BEOG is the "floor" for a financial aid award. Students must apply for BEOG and receive a reply before other aid is awarded. Eligible students may receive BEOG for four full years.

The College Work Study Program (CWSP) provides jobs for students who have shown financial need and must earn a part of their educational costs. Available to students who are enrolled at least half-time, the Program guarantees that College Work Study students earn at least the current minimum hourly wage.

The National Direct Student Loan (NDSL) Program is available to students who are enrolled at least half-time and have need of a loan. The repayment period begins 9 months after graduation or withdrawal. During the repayment period, 3 percent interest is charged on the unpaid balance of the loan principal. Depending upon the size of the loan, borrowers may have up to 10 years to repay. Cancellation and postponement provisions are available for full-time teaching and military service.

The Guaranteed Student Loan (GSL) enables the student to borrow directly from a bank, credit union, savings and state loan association, or other participating lenders. The student may secure the address of his/her state agency from the Financial Aid Office. Repayment begins between 9 and 12 months after graduation or other withdrawal, and may cover up to a ten-year period.

The Supplemental Educational Opportunity Grant (SEOG) Program is available to students with exceptional financial need who, without this aid, would be unable to continue their education. Students must be enrolled at least half time and must accept an equal amount in other financial assistance awarded to him, for this program has a matching requirement.

The North Carolina Student Incentive Grant (NCSIG) Program is administered by College Foundation, Inc., Raleigh, N. C. and is available to legal residents of North Carolina who are enrolled full time. The recipients must be in good academic standing and have substantial financial need. Awards of \$200.00 to \$1,500.00 are offered to students, who must apply for the Basic Educational Opportunity Grant.

College Foundation, Inc. makes loans up to \$2,500.00 available to North Carolina students. Loans are insured by the State Education Assistance Authority and must be repaid after graduation or withdrawal for other causes.

Prospective Teachers Scholarship/Loan Fund provides funds for students who are North Carolina residents and plan to teach in the State. Loans of up to \$900.00 per academic year are made through the State Department of Public Instruction, Raleigh, North Carolina 27609.

Limited North Carolina Non-Service Scholarships and **General Scholarships** are available to students who qualify. **Minority Grants**, in limited amounts, are available for recruiting and retaining Caucasian Students.

**STUDENT
SERVICES**

ecsu



Student Affairs

Student Affairs assists with the adjustment of students to the academic and non-academic environment of the campus. The central purpose of Student Affairs is to create and promote the kind of environment in which students may develop into mature, well-rounded citizens, who are self-disciplined and aware of the life-long process of education and individual fulfillment. The Student Affairs Program is designed to foster student initiative, responsibility, and the rights of students to plan and execute. The program also strives to provide opportunities for involvement, creativity, innovation, accomplishment, and a climate which is conducive to intellectual stimulation and growth, happiness and productivity for the maximum development of each student. It also provides special services for those students who have academic and non-academic difficulties through guidance and counseling from trained and experienced personnel.

Counseling Services

Counseling Services provide educational, personal and social, career, and group counseling for all students.

Counseling Services are designed to assist students in achieving maximum personal growth, maintaining satisfactory educational progress, and defining career goals and choices.

Also under the aegis of Counseling Services is the Resource Center which contains college bulletins, career information, personal growth materials, and is occasionally used for testing and small meetings.

Testing Services

The University provides testing services for students, staff and non-campus affiliated persons. Coordinated through these services are testing programs required by the University, the administration of individual tests as available, and the administration of most national testing programs.

For information about a specific test, contact the Coordinator of Counseling Services, (919) 335-3273.

Placement Services

The University maintains a Placement Office as an integral part of the Student Affairs Division. The Placement Office assists graduating seniors and alumni in securing employment. Placement credentials are maintained for Seniors and graduates. The office functions as a liaison agency between the University and public

school systems, colleges, businesses, government agencies, and industries seeking personnel.

All Seniors should register with the University Placement Office at the beginning of the academic year in which they expect to graduate.

Housing

Elizabeth City State University is primarily a residential institution. The majority of the students live in seven residence halls, three for men and four for women.

The University reserves the right to approve the housing and housing off campus assignments, and at any time to transfer students from one residence hall to another, or to require any student whom it considers, for any reason, at any time an undesirable tenant to vacate a residence hall, or any property under the jurisdiction of the University.

Each University student is required to maintain an up-to-date local address in the Office of Student Affairs and in the Registrar's Office.

All housing policies and regulations established with regard to standards of health, safety, and general welfare of students in residence halls are executed through the Office of Student Housing. Each residence hall is staffed with a director and assistants who are charged with general responsibility for the building and welfare of its occupants. Students are urged to participate through residence organizations with the directors and their staff in planning residence hall programs and related activities. Student representatives are also encouraged to assist in developing standards of conduct, determining social regulations, and creating an atmosphere for wholesome group living and studying in residence halls.

A student who accepts an assignment in any University residence hall at the beginning of a semester is responsible for the payment of the room rent for the entire semester. A student who is admitted to a residence hall after a semester begins is responsible for the payment of the room rent fee for the balance of the semester on a pro-rated basis. Students are not admitted to the residence halls unless they have been officially admitted to the University by the Director of Admissions and present a Certification of Admission to the Office of Student Housing. Any student who has been officially admitted may report for occupancy on arrival date designated on the academic calendar. Residence halls are officially closed during Christmas holidays, vacation periods, and between sessions.

Each residence hall room is basically furnished. Students are responsible for their own pillow, blankets, bedspreads, small rugs,

curtains or drapes, study lamps, and other items according to individual tastes. Bed sheets, pillowcases, and towels are furnished to and exchanged by students on a weekly basis. Each student is expected to observe residence hall regulations and to take care of the furnishings in the room. The occupants of each room are held directly responsible for any damages to room furnishings. Damage to public areas may be assessed to all occupants of the residence hall or the designated area involved until such time as those causing the damage can be determined.

Students may not have in their rooms any major electrical equipment such as cooking appliances, air-conditioning units, and other similar electrical equipment. Small electrical equipment such as lamps, radios, record players, sewing machines, hair dryers, and razors are permitted. Attachments should not be placed on room walls, ceilings, or windows without official approval. Furthermore, under no condition are students permitted to keep pets, firearms, or weapons of any kind in residence halls, rooms, or on University property. The University reserves the right to inspect all rooms in residence halls.

The University does not assume responsibility for fire, theft, mutilation nor destruction of any student or faculty/staff members' personal property, whether these losses occur by the act of God or otherwise. All members of the University Community including students and staff are urged to secure appropriate individual personal property insurance.

Any campus resident student who forfeits or violates his/her right to reside in a residence hall, who is suspended for academic or disciplinary reasons, or who withdraws from the University for other reasons must vacate the premises immediately upon notification.

Linen Services

The University provides linen service for boarding students. Bed linens, towels and washcloths are furnished weekly. Blankets and other effects are the students' responsibility.

Food Services

The University cafeteria, Bedell Hall, is capable of serving 2,000 students. The cafeteria, and Snack Bar in the University Center, are catered for the University. All students residing in residence halls must purchase the meal plan. Meal tickets are issued each semester or on a monthly basis. Off-campus students are extended the privilege of food service for individual meals at the announced prices in

the cafeteria or at the same rates as boarding students by the semester or month. Meal tickets are non-transferable and no refund is made of unused meal tickets. The University reserves the right to deny food service to any student who is delinquent in paying for board or who violates the established regulations with regard to behavior in the cafeteria.

Health Services

The University Health Center, located in Caldwell-Hoffler Infirmary, is staffed part-time with a physician, a registered nurse, and nurse's aides to provide health care and supervise health services for the University community. The University does not provide all medical, nor pharmaceutical, nor dental, nor psychological service. The responsibility for providing adequate health services is delegated to the University Physician, accompanied by the Supervisor of Health Services, in cooperation with the Vice Chancellor for Student Affairs.

A student initially admitted to the University must provide evidence of a complete physical examination on a medical form provided by the Director of Admissions and certified by a physician. In addition to this initial examination, the student may be required to have a physical examination during any time the student is enrolled at the University. All other students are required to submit, upon returning at other times, complete health forms and evidence of a serology test. A student cannot be officially admitted until a health record is submitted and approved by the appropriate officials.

Ridley University Center

The University Center is the community center of the University, for all members of the University Family — students, faculty, administration, alumni and guests.

It serves as a laboratory for citizenship and training of students in social responsibility and leadership. It attempts to provide cultural, social, and recreational programs designed to make free time activity an essential factor with educational pursuits.

The United Campus Religious Fellowship (UCRF)

The United Campus Religious Fellowship is an organization of students, faculty, and staff that seeks to enhance religious life on the campus. It provides opportunity for religious fulfillment and expression for all segments of the University Family, regardless of religion. The UCRF serves as the coordinating or sponsoring body for all reli-

gious activities at the University, including Sunday School, Vespers, Meditation Periods, Student Christian Association, Bible Study Class, and Religious Emphasis Week, which is sponsored during the second semester of each year.

Numerous, general, social and special-interest student groups exist on campus. These include groups for student government, fraternities, sororities, departmental clubs, and organizations centered around various activities. **The Student Handbook** lists these groups and provides briefly their entrance criteria.

Student publications are the **Compass** (student newspaper), the **Viking** (yearbook), the SGA **Student Handbook**, and the **Albatross** (creative writing).

Intercollegiate Athletic Program

Varsity athletics provide an opportunity for the athletically gifted student to compete on an intercollegiate basis. Elizabeth City State University is a place for the competition of athletes as well as the individual who enjoys good physical activity in a non-competitive atmosphere. Mastery of skills, good health, a love of sports and a spirit of friendship and camaraderie form the basis for diverse offerings.

The University boasts a main gymnasium (Vaughan Center) with seating for 4,000 spectators, two multi-purpose areas, a dance studio, two racquetball and handball courts, a universal gym and weight room, an Olympic-size swimming pool, eight tennis courts, perma-weather track, and fields for football, soccer, and softball.

Men's varsity teams include basketball, football, wrestling, track and tennis. Basketball, volleyball, softball, and track and field are offered to women at the varsity level. Teams are nicknamed the "Vikings."

The University has several athletic affiliations. It is a member of the Central Intercollegiate Athletic Association (CIAA), the National Collegiate Athletic Association (NCAA), The Association of Intercollegiate Athletics for Women (AIAW) and the North Carolina Association Intercollegiate Athletics for Women (NCIAW).

Intramurals

Intramural activities are promoted, regulated and directed to improve and encourage the physical condition of students, develop moral fiber, team effort and citizenship, and form a mutual bond of athletes and fans in the thrill of competition.

Intramural football, basketball, track, tennis as well as physical education and recreation classes constitute the general possibilities for student participation.

UNIVERSITY SUPPORT SERVICES

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UNIVERSITY SUPPORT SERVICES AND GROUPS

University Planning

The Office of University Planning was established in July 1976. It is responsible for establishing a cooperative and coordinated program for planning for the present and future development of the University. Subsumed under the Office of the Director of University Planning are the Offices of Institutional Research, Development and Alumni Affairs, Public Information Services, Federal Program Funding, the Archives and Record Center, and major support of and assistance to the Elizabeth City State University Foundation as well as other university foundations. The Director of University Planning works closely with the Chancellor, Vice Chancellors and other office personnel on all matters pertaining to long- and short-range planning.

This Office also articulates long-range planning activities of the University of North Carolina as it relates to this campus as part of that system.

Archives and Records Center

The ECSU Archives was formally established July 1, 1970, and the Records Center shortly thereafter. The University Archives is the official memory of the University. The Records Center is a way station for inactive records awaiting either permanent retention or destruction. Both are Planning components.

By collecting materials of the past, the Archives serves the present and by collecting material of the present, it serves the future. Our Archives and Records Center, then, are bridges between the past and the future — a bridge comprising assorted current forms or records, from paper and Teletype tape to photographs, University Seals and computer print-outs. The Archives also contains some records related to the community, thus providing even greater dimension to this memory bank. Campus and off campus exhibits present samples of archival holdings.

Institutional Research

The Office of Institutional Research reports directly to the Director of University Planning, and is considered the "watchman" for the University. It is directly responsible for (1) coordinating institutional research as a means of bringing together data on the history and development of the University, (2) collecting and codifying statistical data relative to the current status of the University, (3) preparing reports required of the University and conducting studies of the institu-

tion, (4) assisting other administrative officers and providing necessary information and data analyses for making intelligent decisions and planning for development, and (5) furnishing agencies with institutional information on reports requested by them relative to the long- and short-range plans of the University.

Development and Alumni Affairs

The Office of Development, which reports directly to the Director of University Planning, was established on January 1, 1969. As part of a national trend, this office became one of the four main divisions of the University's administration, responsible for raising "outside" funds in significant amounts, assisting with, helping to administer and coordinating the overall fund-raising and alumni affairs with close articulation with public relations activities. Its operations are coordinated by the University Planning Director, one of four line officers, and supervised by the Director of Development. It also advises and assists the Chancellor in planning and executing programs to interpret the goals and needs of the University.

The Office of Alumni Relations is a component of the Office of Development. Under the Director of Development, the Office keeps an updated listing of graduates of the University; seeks to locate those alumni with whom communication has been lost; and seeks to involve the alumni in recruiting students. Many functions of this office are coordinated with the General Alumni Association, the Office of Career Counseling and Placement, the Admissions Office and other departments.

ECSU General Alumni Association

The General Alumni Association of Elizabeth City State University was organized in 1903 and incorporated by the State of North Carolina on November 27, 1959. The objectives of the Association, as set forth in Section Three of the incorporation, are:

- A. To foster and encourage loyalty and cooperation among graduates and former students and to promote the policies and programs of the University and of the General Alumni Association;
- B. To cooperate with the faculty and administration of the institution in improving and promoting its interests and perpetuating its principles;
- C. To stimulate interest in and encourage attendance at annual meetings of the Alumni Association for the program, aims and activities of the institution, including extra-curricular activities of its students and faculty.

The Association attempts to maintain contact with alumni and assists in the promotion and organization of local Alumni chapters throughout the nation.

Public Information Services

The Office of Public Information is a component of the Division of Planning. Staffed with an Information Communications Specialist and an Administrative Assistant/Media, the Office disseminates news releases to mass media outlets, produces Development and Alumni Newsletters and Brochures, provides photographic services, produces Public Affairs Programs for radio and/or television, provides assistance in the preparation of other related publicity and promotional materials, provides information for use by outside requesting agencies, and performs other public relations functions in support of the University's programs and services.

Computer Center

The Data Processing Center was initially established in 1963 and re-organized in late 1968 with the installation of basic unit record equipment. Its facilities also have been expanded to assist the components of the University in the processing of administrative work and student records.

The Data Processing Center renders service to the University in several areas. It assists the administrative offices in the applicability of data-processing operations, in the performance of systems analysis required in program development, and in designing forms for computer-data processing utilization. Some examples are the processing of student grade reports, student financial reports, registration and reports for budget accounting. In-service classes are conducted periodically for faculty and staff members who wish to upgrade their knowledge of data processing.

The Center installed a Microdata Reality Computer in the Fall of 1977. This Computer's operating system is an on-line, interactive data-based management operating system.

The Center is using the added capabilities of this computer to help simplify the complex ways of manipulating and reporting data in a timely and accurate way, as well as in helping to manage and administer the University.

University Security

For the protection of campus and visiting personnel as well as institutional facilities, Elizabeth City State University has a security force with officers on duty 24 hours a day. They are charged with enforcing institutional rules, procedures and regulations, including campus traffic and parking regulations. The University community is expected to comply with the University rules, procedures and regu-

lations. Officers' authority extends on and off campus, including the power of arrest, in their dual role as institutional security officers and deputy sheriffs of Pasquotank County. The Security Office is located in Thomas-Jenkins Hall.

Vehicle Registration and Parking Information

Each person desiring to park on the campus is required to register his or her vehicle with the Security Office, and pay a parking fee, which includes the vehicle registration fee. Each person is allowed to register no more than one vehicle.

The parking system includes three (3) classes of parking decals, designated by color. Decals are either blue, red or green. In order to park a vehicle on campus, one person must purchase a parking decal.

OSHA (Occupational Safety and Health Act)

The OSHA Office was established in 1974 with a director and secretary. Operating under the Chancellor through the Vice Chancellor for Fiscal Affairs, this office oversees safety and health protection for the University. It is also responsible for safety seminars and training sessions benefitting all persons at ECSU. The campus has achieved compliance with state and national OSHA guidelines.

ECSU Cluster Program

The National Alliance of Business (NAB) and the President at that time (Marion D. Thorpe), in an effort to improve the ability of minority college graduates to compete in the private sector job market and to increase the graduates' potential for upward mobility once employed, established the Cluster Program concept in 1970.

Basically, businesses cooperate with the University through seminars, on-campus training and teaching; by providing necessary equipment, materials and funds; and by sharing their expertise so that students in specific areas will be better prepared to enter the business world at the time of their graduation. These aims are implemented through the ECSU Cluster Program.

ECSU Foundation

On February 2, 1971, founded by then President Marion D. Thorpe, the Elizabeth City State University Foundation was chartered by the State of North Carolina as a non-profit organization exclusively responsible for receiving, managing, administering, investing, holding and disbursing contributions, grants, bequests and property

for the University's program, students, faculty, staff and facilities.

The ECSU Foundation, while being a distinct entity, was formed specifically to guarantee the existence of greater educational opportunities at the University. It is a creative approach to the solution of the problem of spiraling costs of higher education, particularly for historically deprived institutions.

ECSU Educational Office Personnel

The Elizabeth City State University Chapter of the North Carolina Association of Educational Office Personnel was organized March 8, 1972. Its purpose is to improve and upgrade the professional skills and knowledge of ECSU Office Personnel so that they can carry out their responsibilities more effectively.

Chapter projects include an annual scholarship presented on Honors Night, a "Boss of the Year" banquet, participation in the Thanksgiving "Ministry of Kindness" program sponsored by the Office of Religious Activities and a "Child of the Year" project benefiting a needy child from an adjacent county.



ACADEMIC SUPPORT SERVICES

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ADMINISTRATIVE AND ACADEMIC SUPPORT

The Library

The G. R. Little Library is a fully air conditioned, well-lighted, comfortable two level structure. It is an attractive center for intellectual life on the campus. Its primary purpose is to provide the book and non-book materials needed to support and stimulate classroom instruction and programs of research. As an integral part of the instructional process, the resources and services of the Library contribute significantly to the total educational program of the University.

The completion of the enlargement of the library building in the Fall of 1978 has made possible seating accommodation for 500 students, the housing of 150,000 volumes and additional space to add shelving for another 25,000 volumes.

Books and periodicals are arranged in open stacks to permit ease of access. The Library also has open stacks to house 4,000 periodicals, and houses a Special Collection Room, conference rooms, seminar rooms, a student lounge, group study rooms, faculty study rooms, locked individual study carrels for students and a complete media center.

Through the cooperation of the staffs of the Basic Education and Enrichment Program, the Department of Modern Languages, the Library, and other components, freshmen are provided experiences and given systematic instruction in the effective and efficient use of library materials so that books can contribute to their intellectual development.

Educational Media Center

The Educational Media Center, which was begun as an audio-visual center in Lester Hall in 1951, is a vital component of Elizabeth City State University. The Center, located since 1966 on the second floor of the G. R. Little Library, may well be regarded as a "pumping station" with pipe lines to every facility within the University to convey media materials and services. The layout and room design are well planned in appearance, as well as functional.

The Center provides four distinct areas of service for the University community: (1) instruction, (2) production, (3) service, and (4) research within the professional field of education media.

Services are rendered to adjacent counties and communities through academic workshops and other events.

Health Careers Center

The Health Careers Recruitment and Counseling Center is a component of the North Carolina Health Manpower Development Program which began in 1971, to help increase the number of health professionals in North Carolina, especially those from minority and disadvantaged backgrounds. In 1973, the ECSU Center was established. The Program's central office is located in Chapel Hill, and there are two other Regional Centers on the campuses of North Carolina Central University and Pembroke State University. The ECSU Center:

1. Provides information on over 200 different health careers and on the many health career training programs available in North Carolina and elsewhere;
2. Counsels persons seeking careers in any one of the health professions for which training is available in the 16 constituent institutions of The University of North Carolina, technical institutes and community colleges;
3. Conducts a Clinical Work-Study Summer Health Program providing clinical and academic enrichment experiences for minority college students interested in a health or health-related career;
4. Distributes health careers recruitment materials, makes presentations to high school health careers clubs and at health fairs and health career days.

Special Services

The Special Services Programs offer assistance to any qualified student who meets the low-income criteria established by the United States Commissioner of Education, or who is physically disabled, or has limited English-speaking ability, and who is accepted or already enrolled.

Special Services assists young people in achieving their post-secondary academic ambitions and, whenever practical, encourages them not only to complete their undergraduate studies but also to go on to graduate or professional educational programs. Returning veterans and members of numerous communities have found Special Services to be of particular value.

Special Services offers tutoring, a staffed reading laboratory and helps students to plan careers and often assists them in finding jobs.

Upward Bound

Upward Bound helps high school students from families meeting low-income criteria, as established by the United States Commissioner of Education, to develop the skills and motivation necessary for success in college.

Upward Bound students are usually admitted after completion of the tenth and/or eleventh grades. The program is conducted during the summer as well as during the academic year. Participants generally live on campus during the summer sessions and take part in a variety of academic, social, and cultural activities. They continue Upward Bound activities during the academic year, and also receive help with ongoing school work.

Selection of students is based on the recommendations of teachers, counselors, social service agencies, or others who are well acquainted with them.

Talent Search

The program was designed to help qualified high school students or high school dropouts with financial or cultural need and with exceptional potential for completing post-secondary education. The program offers counseling on educational opportunities and the educational and personal requirements necessary for various careers. It can also aid students in re-entering high school or college. It will provide help with the completion of the college application, testing procedures, and other admission requirements. Talent Search provides the information and assists the student in achieving his/her goal.

Continuing Education

Presently operating out of the Office of Special Studies and Programs, Continuing Education recognizes that education is a life-long process. Courses may be offered by the institution which carry credit hours and can be applied to degree credit requirements. Other courses, workshops, seminars, etc., are offered for mid-career development, gaining job recognition, keeping up-to-date, and broadening knowledge. These latter types of offerings are measured by the Continuing Education Unit (CEU) which is defined as: ten contact hours of participation in an organized educational experience under responsible sponsorship, capable direction and qualified instruction. Attendance must be recorded and participants must be present for substantially the whole program in order to earn CEU's and receive a CEU certificate.

Cooperative Education

Cooperative Education is a plan by which the student's education and career goals are joined by scheduling periods of academic study and periods of employment. It is a work-study plan designed

to integrate the student's classroom experience with on-the-job training. Co-op does not involve part-time work but alternating semesters of temporary full-time work in positions pertinent to the student's career goals and courses of study. Co-op education is not designed to enable students to work their way through college nor to provide business and industry with inexpensive labor. It is a unique coordination of theories in the classroom with practical application concepts in a working situation.

Co-op education seeks to broaden the students' intellectual horizons, and at the same time introduce them to the world of business, industry, finance and people in preparation for careers after graduation.

To be eligible for Co-op Education, a student must meet the following requirements:

1. Have completed two full semesters of study at ECSU and plan to graduate from the University;
2. Must have and maintain a 2.0 cumulative grade-point average; some employers require a higher cumulative grade-point average;
3. Seek a position relating to his/her academic major;
4. After completing proper forms, have an interview with the Coordinator of Cooperative Education;
5. Final acceptance and/or continuance in a work/academic related position is the decision of the prospective employer.

General Studies Division

Under its "umbrella," the Division coordinates the academic operations of the Academic Skills Center, the Academic Counseling Center, the Peer Mentor Program, and the Basic Education and Enrichment Program. The Division also provides evaluation for students in four major categories: Freshman Testing Program, Core Courses Examinations Program, Area Tests of the Undergraduate Assessment Program, and the Communications Performance Program.

The Academic Skills Center

Paramount to the success of students in their first two years of study at the University is the Academic Skills Center, an integral component of the Division of General Studies. The Center, the general administrative unit for all remediation on campus, designs and implements student-oriented activities geared to the individual academic needs of students enrolling in the Freshman and Sophomore classes of the University. Students who could/would benefit from the remedial services of the Center are identified and assigned to one or more of the four laboratories as a result of their pre-college perform-

ance records and entrance examinations. A professional team consisting of a coordinator and specialists in mathematics, reading, speech/hearing, and writing provides direct supportive/remedial services and academic counseling to students in laboratory settings.

Academic Counseling Center

The Academic Counseling Center has the major responsibility for assisting and directing Freshmen and Sophomore students in attaining excellence in their educational goals. Group counseling through the Peer Mentor Program is provided those students with related or common concerns. Individual counseling is open to all students. Specific responsibilities of this Center include: 1. providing individual guidance to students in scheduling with emphasis on appropriate course selection and sequencing of courses; 2. guidance in choices of courses where options are available; 3. guidance in career decision-making and choice of major field based on student's individual profile; 4. maintaining accurate records on each student of the Division; 5. follow-up of students in the testing program; 6. implementing the student Mentor Program; and 7. assisting in implementing the Division's Program designed for retention of students.

The Peer Mentor Program

The Peer Mentor Program, a peer counseling service, is designed to provide the traditional "big sister and brother" services to Freshmen students of the University. Each student is assigned a peer mentor who assists and encourages the Freshman student in all aspects of university life during the first year at the University. Each peer mentor conducts planned, systematic "peer sessions" with his/her group of assigned peers. The program is specifically designed to assist the student's adjustment to college and the retention of the Freshmen students. The program is supervised by the Division's Academic Counseling Center.

Freshman Orientation

Under the Division of Student Affairs, a program of Freshman Orientation is implemented for all first-time Freshman students entering Elizabeth City State University. The major purpose of this program is to insure that each entering Freshman student becomes proficient in the following: 1. How to study; 2. Standardized and teacher-made test-taking; 3. Library usage; 4. Education and vocational planning; 5. Utilizing all campus resources to maximum advantage. Freshman orientation classes are offered for general education credit and coordinated by the Division of General Studies.

Basic Education and Enrichment Program

The Basic Education and Enrichment Program is a peer-tutor Tutorial Program primarily designed for regular Freshmen, Special Services and Upward Bound students. The impact of the Freshman year on the student is likely to be crucial to his/her success in college and subsequent direction in life. The program is designed mainly to aid and support Freshmen during this year of transition to college by assisting them in solving academic and related problems on an individual basis. The services of this Center are also made available to Sophomore students and students of other classifications who seek its services.

The Freshman Testing Program

The Freshman Testing Program evaluates first-time Freshman students and transfer students without transfer credits in basic English and mathematics in the areas of reading, writing, mathematics and speech. Placement in English and mathematics courses is determined by the test results. When indicated by test results, students are provided assistance in the laboratories of the Academic Skills Center. Each student is required to take each of the four tests three times during the freshman year (pre, interim, and post test). Statistical data are kept on student progress on the tests.

The Core Courses Examinations Program

The Core Courses Examinations are standardized-type examinations designed to evaluate the success of students in each of the Division of General Studies core subject matter disciplines. The subject matter areas to be tested are: literature, mathematics, history, science, art, music, and health. The testing program is supervised by a coordinator from the subject discipline. The tests are administered at the end of each semester as the final examination for GE courses in literature, mathematics, history, science, art, music, and health.

The Area Tests of the Undergraduate Assessment Program

The Area Tests of the Undergraduate Assessment Program are national standardized tests which assess the students' mastery of concepts, principles, and knowledge in specific subject matter areas. The results of these tests are used to evaluate each student in terms of strengths and weaknesses and provide guidelines for services to students and directions for curriculum changes. The tests will be administered to each student twice during the first two years in the University.

The Communications Performance Program

The Communications Performance Program is designed to assess the communicative skills of students leaving the Division of General Studies who desire to enter a teacher training program. These students are required to pass a test in writing and speech before entering the program of student teaching. Non-teaching majors are also allowed to take these Performance Tests. (Students who fail the tests must be recommended by the writing and speech specialists for re-examination.)

Summer School Programs

Summer School has been an integral part of the University since 1899, and continues to be one of the most important components of its total educational program. Qualified instructors are selected from educational institutions throughout the country and abroad.

The Summer School offers a program of courses, institutes, seminars, workshops, and other activities to meet the varied needs and interests of several categories of individuals.

Courses are offered according to the needs and interests of students in the area of Art, Biological Sciences, Business, Education and Psychology, English, Foreign Languages, Geosciences, Health, Industrial Arts and Technology, Mathematics, Music, Physical Education, Physical Sciences, and Social Sciences.

The Summer School Bulletin contains general information, including charges for tuition, fees, room, board for resident and non-resident students, and a list of courses to be offered each session.

All new students who are admitted to Summer School must meet the same general requirements as students admitted to the regular sessions. Transfer or unclassified students who plan to attend Elizabeth City State University for the first time during a summer session must apply for admission in time to fulfill all requirements for acceptance at least one week prior to the date of registration. Visiting students must present a letter of permission from the institution where they are studying toward a degree.

All correspondence for information, admission procedures, charges, and other questions, relating to Summer School, should be addressed to:

The Director of Summer School
Elizabeth City State University
Elizabeth City, North Carolina 27909
(919) 335-3467

ACADEMIC STRUCTURE, POLICIES AND PROGRAMS

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ACADEMIC PROGRAMS, POLICIES, AND STRUCTURE

The General Studies Program, a Division of the University, provides a broad, balanced, and integrated educational program to meet the various needs and aspirations of new students. It also provides Freshman and Sophomore students with advisement which will prepare them for admission to one of the degree programs. All Freshmen, Readmitted and Transfer students in the lower division (Freshmen and Sophomores) will be registered in the General Studies Program. (See General Studies Programs, page 70.)

The University offers instructional programs which provide each student as wide an opportunity for exposure as is practical in as many academic areas as possible. All other functions of the University are in support and, coordination, of its programs of instruction. At the nucleus of the instructional programs of each department is the faculty, which for academic administration, is organized into separate but distinctly interrelated departments, with assistance from appointed councils, committees, and administrative and supervisory personnel.

The upper division of the University is divided into twelve departments of instruction and a Division of Special Studies and Programs under the administrative leadership and supervision of the Vice Chancellor for Academic Affairs, departmental chairpersons and academic directors. The departments offer various curricula leading to the degrees of Bachelor of Science in Education, Bachelor of Science and Bachelor of Arts. The departments are as follows:

- Department of Art
- Department of Biology
- Walter R. Davis Department of Business and Economics
- Department of Education and Psychology
- Department of Geosciences
- Department of Industrial Arts and Technology
- Department of Mathematical Sciences
- Department of Modern Languages
- Department of Music
- Department of Physical Education and Health
- Department of Physical Sciences
- Department of Social Sciences

The successful completion of departmental and general institutional requirements qualifies a student to receive one of the three baccalaureate degrees.

Bachelor of Science Degree (Teaching)

Art Education	English
Basic Business Education	Industrial Arts
Comprehensive Business Education	Mathematics, Education
Chemistry, Education	Physical Education
	Social Sciences, Education

Bachelor of Science Degree (Non-Teaching)

Biology	Mathematics
Business Administration	Physics
Chemistry	Criminal Justice
Geology	Psychology
Industrial Technology	

Bachelor of Science Degree in Education

Early Childhood Education (Kindergarten through grade three)
Intermediate Education (grades four through nine)
Reading Education (Kindergarten through twelfth grade)
Special Education (Kindergarten through twelfth grade)

Bachelor of Arts Degree (Non-Teaching)

English	Social Sciences
History	Sociology
Political Science	Sociology/Pre-Social Work

Minors

Biology	Geology
Black Studies	Mathematics
Business Administration	Music
Chemistry	Physics
Computer Science	Political Science
Criminal Justice	Psychology
English	Spanish
Environmental Education	Speech & Drama
French	Sociology
Geography	

Concentrations

Accounting	News Media
Dramatic Arts	Pre-Medical/Pre-Dental
Economics & Finance	Pre-Professional Speech
Management	Pathology
Marketing	

Concentrations for Intermediate Education Majors

Art	Media Education
Biology	Music
Black Studies	Pre-Professional Speech
Dramatic Arts	Pathology
Ecology	Reading Education
English	Social Studies
General Science	Special Education/Mental
Environmental Education	Retardation
Mathematics	

Classification of Students

Students are classified as Freshmen, Sophomores, Juniors, and Seniors. Accumulated semester hours are used to determine these classifications.

Sophomore: Completion of 31 semester hours

Junior: Completion of 63 semester hours

Senior: Completion of 94 semester hours

Semester Credit Hours

ECSU evaluates all course offerings in terms of the unit of semester hour credit. A semester credit hour normally represents the completion of a course involving 50 minutes of lecture, recitation, reports, or a combination of directed learning activities each week for a semester. Thus, courses meeting for three class hours per week or two times per week at 1 hour and 20 minutes normally yield three semester hours of credit. Normally two hours per week of laboratory work in science courses are equivalent to one semester hour of lecture.

Quality Point System

A grade (quality) point system based on all hours attempted at Elizabeth City State University is used to calculate students' Academic Achievement. Grade symbols currently in use for all undergraduate courses are: A-excellent, B-good, C-average, D-lowest passing grade, F-failure — courses must be repeated to secure credit, I-incomplete.

Quality points are computed by multiplying the number of semester hour credits by 4 for courses in which a grade of A is earned; by 3 for a grade of B; by 2 for a grade of C; and 1 for a grade of D. No quality points are given for grades of "F", "I-F", or "X."

The grade-point average is obtained by dividing the total number of quality points earned by the total number of semester hours *attempted*.

Academic Honors

An Honor Roll is prepared at the end of each semester showing the names of those students who by diligence, industry, and scholarship earned a semester grade-point average of 3.0 or above. The Honor Roll, which is also made up of students who are on the Chancellor's List and the Academic Vice Chancellor's List, is a special recognition of academic achievement.

The Chancellor's List. This list is composed of the names of students who carried 12 semester hours or more and earned a semester average of 3.75 or above, with no grade lower than "B."

The Academic Vice Chancellor's List. This list consists of the names of students who carried 12 semester hours or more and who earned a semester average of 3.50 or above, with no grade lower than "C."

The Honor Roll. This list is composed of the names of full-time students who carried 12 semester hours or more and who earned a semester grade-point average of 3.00 or above.

In determining other academic honors and awards, a student's cumulative grade-point average is used. This is computed by dividing the total number of quality points earned by the total number of semester hours attempted, exclusive of authorized withdrawals and repeated courses.

Graduation Honors. A Senior with a cumulative grade-point average of 3.00 to 3.49 graduates Cum Laude, provided he/she has been in attendance for at least two academic years and earned a minimum of 66 semester hours at Elizabeth City State University.

A Senior with a cumulative grade-point average of 3.50 to 3.74 and with no grade below "C" graduates Magna Cum Laude.

A Senior with a cumulative grade-point average of 3.75 to 4.00 and with no grade below "C" graduates Summa Cum Laude.

To graduate Magna Cum Laude or Summa Cum Laude, a student must have done all course work for the degree in residence at the University.

Academic Eligibility Standards

The cumulative grade-point average is used to indicate the academic standing of a student at the end of each semester and/or Summer School Term. In general, a student's normal progress toward a degree is defined as successful completion of at least 15 or 16 semester hours work each semester. After completion of two semesters and/or 24 semester hours, whichever comes first, evaluations will be made to determine the academic standing of all students.

A student is on academic probation as long as the cumulative average or the average for any one semester is less than 2.0. A student will remain on academic probation until he reaches the number of semester hours attempted which requires a 2.0 average.

All students who fall below the minimum grade-point average required for the number of hours attempted are placed on academic suspension.

The total credit hours accepted from all institutions attended for transfer students are added to the semester hours attempted at Elizabeth City State University to determine academic eligibility.

Students who have been suspended for academic reasons may apply for readmission only after the expiration of at least one regular semester, or the student may, through summer school enrollment, earn an overall 2.0 average and be eligible to continue enrollment during the succeeding fall semester.

Students who have been readmitted after being suspended for academic reasons are readmitted on a probationary status and will be limited to a load of no more than 15 semester hours during the first semester after readmission. These students must maintain at least a 2.3 average during the first semester after their readmission and continue to maintain such an average until they reach the required average for the hours attempted. .

A student who has been suspended a second time for academic reasons may not apply for readmission within a minimum of one calendar year from the date of suspension.

A student who has been suspended a third time for academic reasons is permanently suspended, unless special permission is given for readmission by the Admissions Committee. A student who fails to achieve a 2.0 cumulative grade-point average by the end of the tenth semester of enrollment must be permanently suspended unless special permission is given for readmission by the Admissions Committee.

Students are expected to be aware, at all times, of their academic status and to be responsible for knowing whether they are on academic probation or are not making satisfactory progress toward graduation. Assistance to determine this may be obtained from their academic advisor and/or the Registrar's Office.

Students meeting the above mentioned requirements as well as the minimum requirements listed in the table below are considered to be in "good standing" and making satisfactory progress toward graduation from the University.

Semester Hours Attempted	Minimum GPA
Fewer than 30	1.35
30 Semester hours to 44 Semester hours	1.45
45 Semester hours to 59 Semester hours	1.50
60 Semester hours to 74 Semester hours	1.60
75 Semester hours to 89 Semester hours	1.75
90 Semester hours to 104 Semester hours	1.90
105 Semester hours and over	2.00

A student who does not meet the minimum grade-point average requirements for continuing at the conclusion of the fall and/or spring semester will be declared ineligible to return for the next year unless the student attends the next summer session(s) at Elizabeth City State University and earns an overall 2.0 average.

A student who has been suspended from the University for academic reasons will not receive credit for any course work earned at other institutions during the period of suspension.

Any student above Freshman classification with a cumulative grade-point average below 2.0 must limit his or her registration or class load to not more than 15 semester hours until the probationary status has been satisfactorily removed.

For continued enrollment at the University, a transfer student must maintain the same academic standing required of other students of his or her classification.

Students have the right to an appeal for readmission if they are of the conviction that failure to maintain the minimum cumulative grade-point average for continued enrollment of students with their classification was due to exceptionally extenuating circumstances clearly beyond their control. For example, any student who, due to illness or other equally mitigating circumstances, is threatened by the probation or suspension regulations may appeal to the Admissions Committee in writing but no later than 10 days prior to the next registration day for prospective readmission.

The University reserves the right to deny the continued enrollment of students, even though they have met the above minimum cumulative grade-point average, if it is apparent from their academic progress in required courses that they will not be able to meet the academic criteria required for graduation.

Grading System

A — designates work of exceptionally high quality. The “A” grade represents the highest level of academic attainment; it is given only for work which is of the highest quality.

- B — designates work which is superior, above average, and of good quality. The “B” grade represents a high level of academic attainment; it is given for work which is superior but lacks the high quality of “A” work.
- C — designates work which is satisfactory and of average quality. The “C” grade represents an adequate level of academic attainment; it is given for work which is acceptable but lacks the superior quality of “B” work.
- D — designates work of less than satisfactory quality. The “D” grade represents a minimal level of academic attainment; it is given for work which is less than average in quality but is at least of sufficient quality to meet minimum standards in most courses and thus carries credit. However, in Basic Communication (GE 101), Composition and Literature (GE 102/103 or 104/105), and courses within the Professional Education sequences, “D” work does not meet the minimum standards and must be repeated.
- F — designates work of such unsatisfactory quality that no credit is awarded.
- I — indicates that the student has maintained a passing average, but for reason(s) beyond his or her control, some specific performance such as an examination, a report, a notebook, or experiments have not been done. An instructor should give a student an “I” grade ONLY for a justifiable reason. Such reasons as these are considered justifiable: (a) when a student is ill and cannot take the final examination for the course, (b) when a student has been too ill during the semester to complete all course assignments, or (c) when a student can present satisfactory evidence to substantiate any other valid reason for not completing all course requirements. A student must prove that failure to complete all course requirements was due to extenuating circumstances beyond his or her control and not due to his or her own negligence. An “I” grade for a student may be given for prolonged illness only with the initial consent of the instructor of the course, accompanied with the approval of the Assistant Vice Chancellor/Administration, and a statement from a Physician. In filing an “I” grade for a student, the instructor must also file with the chairperson of the department in which the course was offered and the Vice Chancellor for Academic Affairs the student’s average grade and the specific work which must be completed to remove the “I” grade.

- X — indicates that the student has maintained a passing average in the course but has not tested at the acceptable level on the English and Mathematics Achievement Tests. This grade is awarded only for courses in the Freshman English and Mathematics Program. This grade in Applied Music has been discontinued. The "X" grade will remain on the student's record until an acceptable level has been achieved. For further information, see the Coordinator of the Academic Skills Center.
- W — Withdrawal. The grade of "W" is given to indicate withdrawal from a course before mid-term.
- WP — Withdrawal Passing. The grade of "WP" is given to indicate withdrawal from a course with work of passing quality.
- WF — The grade of "WF" is given to indicate withdrawal with work of a failing quality.

No plus or minus signs are recognized in computing and recording official passing grades at Elizabeth City State University.

Removal of "I" Grades

An "I" grade must be removed by the completion of the deferred work before the end of the student's next semester at the University. It is the student's responsibility and not the instructor's to arrange for the removal of any "I" grade received. When an "I" grade is removed, it may be replaced by an A, B, C, D, or an F grade.

An "I" grade which has not been removed by the end of the next semester in which the student is enrolled is automatically changed to an "I-F" grade on the student's permanent record. An "I-F" grade carries semester hours of credit but not quality points.

Graduation Requirements for the Bachelor's Degree

Elizabeth City State University awards the bachelor's degree to students who have satisfactorily fulfilled the following graduation requirements:

1. Completion of all General Education courses as prescribed by the University for all students, including the General Education courses, English Composition, Basic Communication, Composition & Literature I and II, with a grade of "C" or higher;
2. Completion of a major course of study with an overall minimum grade-point average of 2.0 in all required major and/or concentration courses, and in each Professional Education course;
3. Completion of all course and other requirements prescribed by the major department;

4. A record of having taken and completed the required Freshman and Senior standardized examinations or approved equivalents;
5. Successful completion of all parts of the Communications Performance Program or approved substitutions;
6. Demonstrations of personal and professional qualities which are expected of an educated person, as verified by Student Personnel Services and ECSU faculty;
7. Approval and recommendation by the department and general faculty as a worthy candidate for graduation;
8. Filing of an *Application for Graduation* in the Office of the Registrar; and
9. Meeting all financial obligations to the University through the Business Office.

It is the sole responsibility of each candidate for graduation to meet with the chairperson of the major department and have his or her academic record evaluated for the purpose of finding out whether all institutional and departmental requirements for graduation have been met.

Presence of candidates for degrees is required at graduating exercises, except when permission for graduating in absentia has been granted by the Vice Chancellor for Academic Affairs. A written request for permission to graduate in absentia must be made at least 10 days prior to Commencement Day.

Credit and Placement Regulations

Evaluation of transfer credits, advanced standing, CLEP, and advanced placement is coordinated through the Office of Admissions.

Elizabeth City State University will accept credit earned through credit by examination, advanced placement, CLEP, correspondence courses, extension courses, Armed Forces Service Schools, and college-level courses completed prior to graduation from high school. With the approval of the appropriate academic departments and/or division, the amount of such credit which may be applied toward a bachelor's degree is subject to limitation only by the University's residence requirement and the prescribed courses in the major field of study and degree program.

Procedures for Evaluation of Transfer Credits

A preliminary evaluation of transfer credits is completed at the time a transfer student is accepted. After all official records are received directly from each institution previously attended, the final evaluation of the record(s) is made to determine how many credits are transferable. Final applicability of transferred credits toward

graduation requirements at Elizabeth City State University will be determined by the department in which the student majors.

Military Schools Credit

Credit for courses taken in military schools, by military experience, etc., is based on recommended credits for military courses in the *Guide to the Evaluation of Educational Experience in the Armed Services*, compiled by the American Council on Education. The individual seeking credit for military service and experience must submit official evidence of having completed the training, experience or education while in service for each course in which he/she is requesting a course substitution in a curriculum at Elizabeth City State University. No more than 24 semester hours may be used toward fulfilling degree requirements.

Independent Study

Independent study is the term applied to the study of a subject not listed in the regular curricular offering. Under the independent study program a student designs a project and then individually pursues the study under the auspices of an instructional staff member who serves as a consultant for the student during the course of the particular study. For information on Independent Study, students should consult the chairperson of the department in which the independent study is to be done.

Individual Study

Individual study is the pursuit of a regularly listed course by a student without attending classes on a regular basis. The student who wishes to pursue a course by individual study must be enrolled in the Cooperative Education Program and secure permission of the chairperson and instructor of the department in which the course is offered.

Correspondence Credit

Correspondence credit is accepted from other accredited institutions of higher education, but no more than 24 semester hours of correspondence credit may be used toward fulfilling requirements for a degree at Elizabeth City State University. The individual departments of the University have the right to determine the correspondence courses which are applicable to degree requirements and the amount of credit to allow for each course taken through correspondence.

A written request or petition is to be filed by all students who desire to take correspondence courses any time during the academic year or during the summer. No credit is allowed for correspondence courses taken without the approval, in advance, from the chairperson of the department or division in which the student has a major and the Vice Chancellor for Academic Affairs. A student must earn at least a "C" grade in any course taken through correspondence from another accredited college or university to receive credit for that course work at Elizabeth City State University.

Extension Credit

Credit earned through extension classes is considered off-campus credit and may be used to satisfy degree requirements when approved in advance by the chairperson of the student's major department or division and the Vice Chancellor for Academic Affairs. A student must file a request with the Department Chairperson and the Vice Chancellor for Academic Affairs, obtain the approval of both Department Chairpersons and Vice Chancellor for Academic Affairs prior to taking the off-campus course, and earn not less than a "C" grade in the course to be granted credit for it toward the fulfillment of degree requirements. No more than 24 semester hours of extension credit may be used toward fulfilling degree requirements.

Transient Credit

Course work undertaken by Elizabeth City State University students at other accredited institutions may be transferred to the University, subject to the following regulations:

1. The University is not obligated to accept any credit from another institution unless the student has obtained the approval from the department chairperson. A Permit for Transient Study form should be completed and submitted to the Vice Chancellor for Academic Affairs for approval.
2. No Student on academic probation or suspension will be allowed to take courses at another institution, and even if such is done, the credits are unacceptable at Elizabeth City State University.
3. No credit below "C" level will be accepted; quality points will be honored on the 4.0 point grading system.

Textbooks

Textbooks or their equivalents are required in all courses. Students are expected to have secured textbooks and other necessary equipment and/or supplies for each course by the end of the second week after the beginning of each semester. An instructor may re-

serve the right to require every student enrolled in his or her course to possess textbooks, equipment, supplies, and/or uniforms necessary for the work of the course.

Syllabi and Outlines

Course syllabi and/or outlines are required in all courses. They should be distributed to all students enrolled, to the Office of the Assistant Vice Chancellor for Academic Affairs/Administration, and the respective department chairperson.

Class Roll Books

Class rolls are to be maintained by faculty members. These class rolls should be kept in such a manner that the following items may be determined:

1. The daily attendance record of all students enrolled.
2. A recorded date the student last attended class, if he or she did not complete the course.
3. A record of all examinations and other materials used in computing the student's final grade.
4. A column clearly titled indicating the final grade.

Class roll books are to be submitted to the department chairperson at the end of the school year or before leaving the University for other reasons. The department chairperson will submit the class roll books to the Vice Chancellor for Academic Affairs.

Class Attendance

Regular and punctual class attendance is an important obligation. The University assumes that students enrolled have matured to the extent that they will voluntarily accept responsibility for regular class attendance. The importance of classes as a means of learning, the responsibility of the student to take full advantage of opportunities, and the privilege of each instructor to consider the attendance of a student are, therefore, essential factors in evaluating achievement in a course. Students must be held accountable for all course work whether or not they are present when class sessions are held.

Every student must bear responsibility for the academic consequences of absence from class. In the educative process, both the class and the student may suffer a decided loss when the student is absent, and repeated absences may subject the student to academic failure.

Absences are counted from the day instruction begins. During a semester, a reasonable number of absences from class is the total equal to the number of regularly scheduled class meetings per

week. Absences in excess of the number of regularly scheduled meetings of the class per week are considered to be overcuts.

The Assistant Vice Chancellor for Academic Affairs/Administration may grant an excuse for absences occasioned by personal illness, death in the immediate family, official representation of the University, or other legitimate cause(s).

Instructors will reconcile their class rolls at the end of the first three weeks of school, starting from the date classes begin each semester. For those students who have officially registered for classes and have never attended during the first three weeks, the instructor should delete his/her name from the official class roll.

In instances of students who do attend during the first six weeks from the date classes begin each semester, but have acquired excessive absences, the instructor should identify his/her name on the official class roll.

Grade Reports

Each faculty member is required to devise a system to personally inform each student of mid-semester and semester-final grades immediately after they have been determined. Each faculty member is expected to have a continuous dialogue with students involved so that students will be continuously cognizant of their performance in class.

Mid-Term deficiency reports will be issued from the instructor to the student with copies to the department chairperson at the end of mid-term for each semester.

Grade reports are issued at the end of each semester and at the close of each summer school session. Semester-final grades are reported by each instructor, in person, to the department chairperson on official forms not later than 48 hours after each examination in a course is given. Each department chairperson submits all grade reports and other required forms to the Registrar's Office. Each instructor is expected to be available on a full-time basis in his or her office for consultation with students and to assist the department chairperson during final examination week.

In the event of an emergency in which an instructor is unable to administer final examinations and/or to compute and record final grades, the chairperson of the department concerned is authorized to make arrangements for the final examination(s) and the computation and recording of the final grade(s).

Residence Requirements

A minimum of 30 semester hours of credit at the upper level applied toward a bachelor's degree must be earned through regular enrollment in Elizabeth City State University courses, including a minimum of 12 semester hours of credit in Junior-Senior level courses in the major field.

A student who does not graduate with the class with which he or she enters, may meet ECSU requirements for graduation as stated in the University Catalog in effect for the year entered, if graduation occurs within *six years*. Otherwise, the student will be expected to meet the requirements as stated in the ECSU Catalog in effect at the time of re-entry if he or she returns as a full-time degree student. If he or she returns as a part-time degree student, the student will be expected to meet the requirements as stated in the ECSU Catalog in the year in which work is begun on the final 15 hours.

Waivers and Substitutions

Waivers and substitutions of courses, program requirements, and academic regulations may be made only with adequate cause. Exemption and/or substitutions of requirements established by an academic department must have the approval of the appropriate department head. Exemptions and substitutions of University-wide regulations require the approval of the Vice Chancellor for Academic Affairs. All requests must be submitted in writing.

Second Bachelor's Degree

Students already possessing a bachelor's degree from ECSU or from another institution who are accepted to work toward another undergraduate degree at Elizabeth City State University must meet the University's regular graduation requirements. A minimum of 30 semester hours must be earned in accordance with the residence requirement by regular enrollment in Elizabeth City State University. A grade-point average of 2.0 must be obtained and the student must meet the requirements in the major as specified by the department chairperson.

Academic Advising

Each student is assigned a faculty advisor. This advisor meets with the student during orientation, pre-registration and at such times that the student needs advice to help him or her select courses and to assist in planning his or her individual program of study. Once the student selects a major, he or she works with an advisor from the

appropriate department. However, the student is ultimately responsible for his or her curricular requirements.

Every faculty member is an instructor as well as an academic advisor or counselor of students. Advisors are responsible for representing the University in academic relationships with individual students. They are responsible for helping students clarify the objectives of the curriculum they have chosen, assisting them concerning related academic problems, and referring them to other University services for assistance or information which the advisor cannot provide. To fulfill this responsibility, the advisor should take the initiative in establishing a relationship of mutual friendliness and respect, rapport and empathy.

Advising or counseling students must be a continuing process, and not only associated with the advising for a semester's list of courses. If the faculty advisor maintains a good understanding of and personal interest in his advisees, the actual "approving of trial study forms" will, in most cases, be a routine matter. Moreover, advisors should work out their own system for advisee conferences within the framework of departmental and institutional policies and regulations.

In order to accomplish the objectives stated above, advisors should:

1. make themselves easily accessible to students by posting office hours and calling these hours to the attention of advisees;
2. be thoroughly familiar with the major curricula offered by departments and the University;
3. be able to interpret the general objectives of the curricular programs offered by departments and the University and to explain the contribution of specific courses to the achievement of these objectives;
4. be familiar with the University regulations and procedures of concern to students; e.g., scholastic probation and suspension regulations, registration procedures and dropping and adding courses, absentee policy, procedures for transferring to another educational program, policy on cheating and plagiarism, and others;
5. be familiar with campus services available to students and refer advisees with special problems to offices providing these services, e.g., student financial aid, study skills, professional counseling, student health, housing, et cetera;
6. become acquainted with advisees and
 - a. know abilities, achievements, and background insofar as possible;
 - b. know objectives, interests, motivations, and aspirations;
 - c. have some acquaintance with non-academic background — home influence, need for money, campus residence, et cetera;
 - d. develop an acquaintance outside the formality of an office, if pos-

sible, and make sure that the student knows the advisor as a professional and interested person;

7. keep some type of check-off list as part of each student's file to insure that departmental and institutional requirements will not be overlooked;
8. maintain an active file of information about each advisee;
9. acquaint advisees with career opportunities and refer them to other faculty members who are specialists in areas of the student's interest.

Normally, the advisor will have little contact with the parents of the advisees; nevertheless, most parents welcome the privilege of knowing one person to whom they can turn if they feel it is necessary. Some advisors write parents of new advisees, welcoming the parents to visit or write them should they wish to do so. Letters frequently are written to both the students and their parents in case of illness, special recognition, et cetera.

The advisor is often called upon to recommend advisees for employment; therefore, the most effective advisors keep informed about available jobs so that their graduates can be placed in the best positions for which they are qualified.

Course Load

Elizabeth City State University students normally take five courses per semester. Because the majority of courses carry three semester hours of credit with some carrying four hours of credit, this works out to 15 or 16 hours per semester. Students may not take more than 18 hours per semester except with the approval of the Assistant Vice Chancellor for Academic Affairs/Administration.

Students who have cumulative grade-point averages of 3.25 or above may be authorized, in special cases and with the approval of the Assistant Vice Chancellor for Academic Affairs/Administration, to carry up to a maximum of 21 semester hours.

Students who have previous cumulative grade-point averages below "C" or 2.00 may not register for more than 15 semester hours of credit. A student must be enrolled for 12 hours to qualify for full-time certification to any organization.

Change of Course Schedules

A student is responsible for the schedule of courses for which he or she has officially registered; therefore, the program of study should be carefully planned with the guidance of the department advisor so that changes in registration will not become necessary at a later date. A student may, however, drop and/or add courses or change course sections with the approval of the advisor until the

close of the add drop period. This process must be made through the Registrar's Office with the use of a Change of Schedule form.

Withdrawal from Classes

Any student who officially registers for a course must attend or drop the course by use of the Change of Schedule form secured from the Registrar's Office and execute the proper procedures. A student who does not officially withdraw from a course which he or she is not attending receives a failing "F" grade for the course at the end of the session and/or semester.

Dropping Courses

If a course(s) is dropped within the first three weeks of the semester, the course(s) will not be listed in the course load. Withdrawal from a course or courses after the above date will cause the course(s) to be listed on the students' grade report, except for appropriate cause, and will be counted and indicated with a grade of "W". Withdrawal from a course(s) after Mid-Term is indicated with a grade of "WF" (withdrawal failure) and "WP" (withdrawal passing).

Adding Courses

Course(s) may be added to a student's schedule during a three-week period at the beginning of each semester. A student wishing to add a course after this date must receive the approval of the Assistant Vice Chancellor for Academic Affairs/Administration and the instructor of the course. Unusual circumstances must be presented.

Auditing a Course

A regular full-time student may audit no more than two courses in a given semester with the written approval of the instructor and his faculty advisor. He or she must register officially for the class. Attendance, preparation and participation in the classroom discussion and laboratory exercises will be at the discretion of the instructor. An auditor is not required to take examinations or tests. The student receives no credit and cannot be changed from credit to audit or vice versa after the three-week add and drop period ends.

Change of Major/Advisor Procedures

A student who decides to change or declare a major must secure the declaration or change of major/advisor form from the Office of the Vice Chancellor for Academic Affairs and follow the procedures on the form. The new major field-of-study code should appear on

the next grade report received by the student and advisor after the completed form has been submitted to the Registrar's Office.

Double Major

Students desiring to carry a double major will be advised in both majors by the Advisors in the departments of their first choice and second choice. The advisor from the department of the first choice will be the Chief Advisor.

Final Examinations

Final examinations are held at the close of each term. There will be no departure from the printed schedule of examinations except that changes for individual emergencies will be made only with the approval of the instructor, the chairperson, and the Assistant Vice Chancellor for Academic Affairs/Administration. A student who is absent from an examination without an excuse will be given a grade of "F" for the examination. An incomplete will be given in the case of a student being absent from the final examination who presented a satisfactory excuse to the instructor, approved by the Assistant Vice Chancellor for Academic Affairs/Administration.

Re-Examinations

Re-examination (final) for the purpose of removing a failure is permitted only in case of graduating Seniors who were passing the course at the time the examination was given. The re-examination must be submitted and grade recorded in the Registrar's Office in time for the student to be placed on the graduation list for that term.

Change of Grade

Each instructor is expected to give permanent final passing or failing grades. Once a final grade has been reported to the Office of the Registrar, it may be changed only upon the final authorization of the Academic Credits committee. A grade change is made by submitting a Change of Grade Form to the Chairperson of the Academic Credits Committee and/or the Assistant Vice Chancellor for Academic Affairs/Administration. Concomitantly with filing the Change of Grade Form, the instructor also files a statement of explanation for changing the grade(s), signs it, and submits it to the Chairperson of the Academic Credits Committee. The Academic Credits Committee evaluates the request for the change of grade and approves or disapproves it. In some instances, the Academic Credits Committee may request the instructor to submit additional explanation or to appear in person to justify the change of grade.

Student's Appeal of Course Grade

A student, after conference with the instructor involved and department chairperson, may present in writing to the Assistant Vice Chancellor for Academic Affairs/Administration and/or the Chairperson of the Academic Credits Committee an appeal regarding the course grade given within one year from the date the original grade was received. The Chairperson of the Academic Credits Committee refers all appeals of course grades to the Academic Credits Committee and the chairperson of the department in which the course was offered. No change of grade is made except as a result of the decision rendered by the Academic Credits Committee, which is final, unless reversed by the Advisory Council and/or the Chancellor.

Repetition of Course Work

A student may repeat a course for credit to improve his/her scholastic average if the final grade is D or less or to raise the grade in the event a department in which a degree is being sought requires a higher grade in the course. When a course is repeated, the original grade remains on the student's record. The credit and quality points of the higher grade earned will be used in computing the student's grade point average. It is the student's responsibility to obtain a Repeat of Course form from the Registrar's Office when a course is being repeated.

A student who has audited a course may subsequently repeat the course for credit with the permission of the Assistant Vice Chancellor for Academic Affairs/Administration.

Repeated registration in a course may be allowed if the course description carries the statement, "may be repeated to a maximum of ___ credits". (Refer to departmental section as to how many times the course may be repeated for credit). However, a student may enroll only one time in a specific course during a given semester.

Withdrawal from the University

A student who wishes to withdraw from the University for any reason must make arrangements with the Vice Chancellor for Student Affairs prior to leaving. Permission to withdraw is required from the parents or guardians of unmarried students under 18. Students who officially withdraw for any reason will receive grades according to the policy outlined in the section titled, "Change of Course Schedule." Students who withdraw unofficially will receive grades of "F".

Commencement Exercises

Elizabeth City State University has two Commencements: one ending the Spring Semester and the other ending the last session of Summer School. Students completing their requirements during or by the end of the Fall or Spring Semesters will participate in the Spring Graduation Exercises. Those finishing during or at the end of one of the Summer Sessions will participate in the Summer graduation ceremony. If a candidate who finishes during a Summer Session wishes to participate in the next Spring's ceremony, in lieu of the Summer ceremony, he or she may be allowed to do so; however, the candidate will not be considered in the class standings (Academic Honors) for that graduation ceremony. Instead, the candidate will be considered in terms of the time frame he or she will be eligible to participate. The reverse is also true (Summer vs. Spring) with the same limitations. Finally, the student "Bearer of the Mace" will function only during the Spring ceremony.

Commencement Marshals

Ten students, selected from each classification exclusive of Seniors, with the highest scholastic averages in their respective classifications, are selected as Commencement Honor Marshals. For the purpose of this selection, the University considers transfer students who have completed an equal amount of work earned at the University as received through transfer credits, adding the University earned credits and transfer credits to determine classification and grade-point average.

Transcripts of Records

Requests for transcripts of students' records should be addressed to the Office of the Registrar. A student is entitled to one free copy of his or her transcript after graduation or official withdrawal from the University. Additional copies will be assessed a fee of \$2.00 each.

A transcript will not be issued for a student nor faculty, nor staff member who is delinquently indebted to the University.

Privacy of Student Records Policy

The University policy for the Administration of student educational records as in accordance with the provisions of The Family Educational Rights and Privacy Act of 1974 (P.L. 93-380). Personally identifiable information contained in students' educational records will not be disclosed to persons outside the University without the prior written consent of the student. Under this policy the student also has a

right of access to his/her education records maintained by the University or any department within the University. A copy of the University policy dealing with the Privacy of Student Educational Records is maintained in each area of the University. Each member of the faculty should be thoroughly familiar with this policy and comply with its provisions accordingly.

Change of Name and Address

It is the obligation of every student to notify the Office of the Registrar and the Office of Student Affairs of any change of name or address. Failure to do so can cause serious delay in the handling of student records and in proper notification of emergencies.



**DIVISIONS, DEPARTMENTS,
AND
COURSE DESCRIPTIONS**

ecsu



DIVISION OF GENERAL STUDIES GENERAL EDUCATION PROGRAM

Philosophy

The GENERAL EDUCATION PROGRAM is provided through a division of the University, The Division of General Studies. This Division establishes the general education courses for freshman, sophomore and transfer students with fewer than 47 hours. These courses include the general education courses necessary to meet the specific requirements for all twelve departments. Also provided is a program of academic advisement for each student enrolled in the Division.

The General Education Program is composed of a group of coordinated and interrelated courses which contain a body of knowledge designated as liberal arts. The University maintains that all students regardless of major must include in individual curricula certain general education courses which are designed to provide fundamental knowledge and skills and a broad cultural education.

The specific requirements of the Division include core courses. This core unit of the Division's requirements assists the University in ensuring that students receive basic general knowledge especially necessary to success on standardized tests. This core comprises 36-39 credit hours. The remaining 9-15 credit hours of the total 45-54 credit hours of general education requirements are student choices offering flexibility in most disciplines.

All students are expected to complete the general education requirements during the Freshman and Sophomore years. The program provides opportunities for students to take courses in their field of major concentration in the sophomore year. Any student entering the Division with plans formulated to enter a specific major that requires completion of certain designated courses at the freshman and/or sophomore level is advised into the courses designated by the department of the student's choice.

The General Education Program consists of 45-54 semester hours of credit distributed among these areas: Communications; Humanities and Fine Arts; Social and Behavioral Sciences; Natural Sciences and Mathematics; Health and Physical Education; Foreign Languages and Freshman Orientation. In keeping with the University's goal, the General Education Program has established specific competencies to be attained by each student in the Division. The competencies are stated in a separate release available in the Division's Office.

Communication Skills

English

The general education courses in English provide the student with integrated experiences and knowledge in the English language, literature, communications and speech through the courses listed below. Each student will complete a minimum of six hours in English. The first three hours of the program's nine hour sequence may be completed by attaining a designated score on the standardized reading test and satisfactory evaluation in the writing and speech tests.

*GE-101	Basic Communication (3)
*GE-102/103	Composition and Literature I & II (3/3)
**GE-104/105	Composition and Literature Honors I & II (3/3)
ENGL-300	Traditional Grammar (3)
ENGL-399	Creative Writing (2)

Humanities and Fine Arts

The following courses in the general education curriculum provide the student with an evaluation of artistic standards, the development and growth of aesthetic culture, topics of philosophical concerns, human knowledge, the world, God, human freedom, morals and politics. The student will complete a minimum of ten hours in humanities and fine arts. Select four (4) courses or ten (10) hours from at least three areas.

Literature

*GE-201/202	World Literature (3/3)
**GE-203/204	World Literature Honors Seminary I & II (3/3)
ENGL-218	Oral Interpretation of Literature (3)
ENGL-301/302	English Literature (3/3)
ENGL-305/306	American Literature (3/3)
ENGL-458	Black Writers in American Literature (3)

Drama

DRAMA-320	University Players Workshop (1)
DRAMA-324	Introduction to Dramatic Arts (3)
DRAMA-425	Studies in Black Drama (3)
DRAMA-427	Development of the Theatre (3)

* Required Courses

** Selected Students can substitute these courses for GE 102/103.

Art

*GE-130	Art Appreciation (2)
ART-225	Arts and Crafts (3)
ART-232/233	History of Art (3)
ART-330	Art of Antiquity (3)
ART-432	Black Art (3)
ART-201	Humanities (4)

Music

*GE-135	Introduction to Music Literature (2)
MUSIC-100	Introduction to Music Theory (2)
MUSIC-208	History — Med. Baroque (3)
MUSIC-227	Fundamentals of Music (3)
MUSIC-307	Music History: 18th and 19th Centuries (3)
MUSIC-308	Music History: 20th Century (3)
MUSIC-407	The Afro-American in Music (3)

Philosophy

PHIL-250	Introduction to Philosophy (3)
PHIL-251	Social and Political Philosophy (3)

Foreign Languages

SPAN-101/102	Elementary Spanish (3/3)
FREN-101/102	Elementary French (3/3)

Social and Behavioral Sciences

The student's general education program in the behavioral and social sciences draws ideas, concepts, generalizations and contents from General Psychology and from each of the Social Sciences including Sociology, History, Geography, Anthropology and Economics. Students will complete a minimum of twelve hours in social and behavioral sciences. Select four (4) courses or twelve (12) hours from at least two areas.

History

* GE-140/141	History of World Civilization (3/3)
HIST-255	American History to 1865 (3)
HIST-256	American History since 1865 (3)

Sociology

SOC-201	Introduction to Sociology (3)
SOC-202	Social Problems (3)
SOC-204	Introduction to Anthropology (3)
SOC-401	The Family (3)

* Required Courses

Political Science

POLSC-200	Introduction to Political Science (3)
POLSC-301	American National Government (3)
POLSC-304	State and Local Government (3)

Geography

GEOG-201	Principles of Geography (3)
GEOG-205	World Regional Geography (3)
GEOG-204	Geography of the U.S. and Canada (3)

Economics

ECON-201/202	Principles of Economics I, II (3/3)
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Psychology

PSYCH-212	General Psychology (3)
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Natural Sciences and Mathematics

Students should select four courses or 12 semester hours. The selection must include two courses in mathematics and one science course with a laboratory.

Natural Sciences

The student's general education program in the natural sciences draws ideas, concepts, generalizations and content from Biology, Chemistry, Environmental Sciences, Geosciences and Physics.

Biology

GE-154	Biological Science Survey (3)
BIOL-141	General Zoology (4)
BIOL-142	General Botany (4)
ECOL-301	General Ecology (3)

Chemistry

CHEM-101/102/103	General Chemistry (4/4) (4)
CHEM-301/302	Organic Chemistry (4/4)

Physics

GE-150	Physical Science Survey (3)
PHYS-181/182	General Physics (4/4)
PHYS-185	Earth Science (3)
PHYS-201/202	Mechanics (3/3)
PHYS-203	Elementary Astronomy (3)

Environmental Science

ENVSC-101	General Environmental Science (3)
ENVSC-431	Seminar in Environmental Science (3)

Geosciences

GE-157	Geological Science Survey (3)
GEOL-142	Physical Geology (4)
GEOL-143	Historical Geology (4)
GEOL-242	Paleontology (3)
GEOL-331	Aerial Photo Interpretation (3)

Industrial Arts and Technology

TECH-211	Alternate Energy Concepts (3)
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Mathematics

The student's general education program in mathematics draws ideas, concepts, generalizations and content from the mathematical sciences.

Mathematics

*GE-110	Introduction to College Math I (3)
*GE-111/112	Introduction to College Math II/III (3/3)
**GE-113/114	Introduction to College Math Honors I & II (3/3)
MATH-109	Pre-calculus (3)
MATH-110	Technical Calculus (3)
MATH-111/112/113	Calculus (3/3/3)
CMPSC-101/102	Introduction to Programing (3/3)
CMPSC-211	Machine Language Programming (3)

Physical Education and Health

The student's general education program in health and physical education draws ideas, concepts, generalizations and content from health, science and physical activities. The student must complete two hours of health (hygiene) and two hours of physical education activity courses.

Physical Education and Health

*GE-185	Health Concepts (2)
GE-160	Basketball (2)
GE-161	Dance (Elementary Modern) (2)
GE-162	Flag Football (2)
GE-163	Golf (2)
GE-164	Jogging (2)
GE-165	Slimnastics-Weight Control (I) (2)
GE-166	Stunts and Tumbling (2)
GE-167	Soccer (2)

* Required Courses

** Selected Students can substitute these courses for GE 111/112 .

GE-168	Volley Ball (2)
GE-169	Weight-training (2)
GE-170	Wrestling (2)
GE-172	Badminton (2)
GE-173	Swimming (I) (2)
GE-174	Swimming (II) (2)
GE-175	Intermediate Swimming (2)
GE-178	Gymnastics (2)
GE-179	Archery (2)
GE-180	Bowling (2)
GE-181	Field Hockey (2)
GE-182	Softball (2)
GE-183	Beginning Tennis (2)
GE-184	Dance (Folk and Square) (2)
GE-187	Intermediate Tennis (2)
GE-188	Life Saving (2)
GE-189	Water Safety (2)
GE-190	Slimnastics-Weight Control (II) (2)
GE-191	Paddleball (2)

The General Studies Advisory Board

An Advisory Board to the Division of General Studies is composed of members from each of the twelve departments offering major programs. This Board assists the Director of the Division of General Studies in planning and implementing the programs of the Division. Each member also serves as an advisor to sophomore students of the Division, especially those sophomores who have declared a major interest in a particular department.

COURSE DESCRIPTION

GE 120/121 FRESHMAN ORIENTATION (.5/.5)

Freshman orientation is implemented for all first-time Freshman students entering Elizabeth City State University. The major purpose of this program is to insure that each entering Freshman student becomes proficient in methods of studying, standardized and teacher-made test-taking, library usage, educational and vocational planning, utilizing all campus resources to maximum advantage, understanding the basic philosophy and objectives of the University.

THE TEACHER EDUCATION PROGRAM

Standards For Admission

1. A student who wishes to be a candidate for admission to the Teacher Education Program must be formally recommended by the Chairperson of the major department, followed by formal application to the Office of Teacher Education during the second semester of the sophomore year.
2. At the end of the semester or at the end of the summer session, the student will be accepted or rejected on the basis of the following criteria:
 - a. A cumulative average of 2.00 or above;
 - b. Successful completion of 63 semester hours of course work (Junior status);
 - c. Satisfactory character and personality ratings submitted by University personnel;
 - d. Participation in co-curricular activities;
 - e. A departmental aptitude test (if one is required by the student's major department); and
 - f. Satisfactory interview with a designated Teacher Education Admission Committee.
3. A student whose application for admission has been rejected may re-apply during the next semester of enrollment if the reasons for rejection have been overcome.
4. A student who has not been admitted to the Teacher Education Program may neither begin nor pursue any course in the professional education sequence required in the curriculum of his or her major. The course, Foundations of Education (Educ. 201), is exempt from this restriction and should be taken during the sophomore year.

Standards for Retention

1. To remain in the Teacher Education Program, the student must maintain a cumulative average of 2.00 or above, and attitudes and behavior suited to the teaching profession.
2. A student who has been dropped from the Teacher Education Program, after having been admitted, may request readmission after the reasons for having been dropped have been removed.

Prerequisites to Student Teaching

A student may do student teaching after satisfying the following requirements:

1. Has been accepted into the Teacher Education Program;
2. Has achieved Senior classification;
3. Has a minimum overall cumulative grade point average of 2.00 on 4.00 grade scale and the following:
 - a minimum grade of “C” in all basic English Composition courses.
 - a minimum cumulative grade point average of “C” in major or concentration courses.
 - a minimum grade point average of “C” in each professional education course.
4. Has completed both General Education and Contributing Education courses required by the curriculum for the major;
5. Has passed the Communications Performance Examination;
6. Has made formal application for student teaching on or before dates announced by the Student Teaching Office;
7. Has fulfilled the Pre-Student Teaching Experience requirements;
8. Has sound physical and mental health, as certified by an appropriate health officer to the University;
9. Has established eligibility six weeks prior to the beginning of the 12 weeks period during which he or she plans to do student teaching;
10. Has removed all deficiencies by the deadline established by the Student Teaching Office;
11. Was approved by the appropriate department chairperson for student teaching.

Assignments for Student Teaching

All assignments for Student Teaching will be initiated in the Office of Student Teaching. Under no circumstances will students be permitted to initiate communication with school personnel for the purpose of making their own arrangements.

Program Requirements for Student Teaching

Early Childhood (K-3)

Professional Education Course Requirements:

Ed. 201 (3), 331 (3), 332 (3), 409 (3), 419 (6)

Psych. 303 (3), or 307 (3), 309 (3)

Read. 311 (3), Sped. 460 (2)

Contributing Education Course Requirements:

Hlth. 370 (2), P.E. 302 (2), Music 313 (3)

Intermediate Education (4-9)

Professional Education Course Requirements:

Educ. 201 (3), 335 (3), 409 (3), 410 (6)

Psych. 304 (3), 309 (3)

Read. 315 (3), Sped. 460 (2)

Contributing Education Course Requirements:

Hlth. 371 (2), P.E. 302 (2), Music 314 (3)

Reading Education

Professional Education Course Requirements:

Educ. 201 (3), 409 (3)

Psych. 307 (3), 308 (3), 309 (3)

Read. 311 (3), 315 (3), or 320 (3)

Sped. 460 (2)

Special Education

Professional Education Course Requirements:

Educ. 201 (3), 409 (3), 473 (3), 335 (3)

Psych. 213 (3), 307 (3), 308 (3), 309 (3)

Special Areas (K-12)

The student must have the approval of the chairperson with the following professional education courses completed:

Educ. 201 (3), or 313 (3)

Psych. 311 (3), or 315 (3), or 318 (3)

Sped. 460 (2)

Methods of Teaching in Major Area (3 or 6)

Secondary Education

The student must have the approval of the chairperson with the following Professional Education Course Requirements:

Educ. 201 (3), 313 (3)

Psych. 308 (3), 309 (3)

Read. 318 (3), Sped. 460 (2)

Methods of Teaching in Major Area (3 or 6)

Observation And Student Teaching

The Student Teaching Experience at Elizabeth City State University is directed toward the study of the practice of elementary and secondary education (grades K-12) as it is found in the public schools. This experience lasts for a period of twelve (12) weeks and requires that the student completes a minimum of one hundred fifty-eight (158) hours of actual teaching. This experience carries a credit of eight (8) semester hours.

Observation and Student Teaching Statement

All Elizabeth City State University teacher-training programs have received appropriate approval from the State Department of Public Instruction and lead to North Carolina teacher certification.

Persons who are college graduates with non-teaching degrees or who wish to certify in a second teaching area and who desire to receive teacher certification from Elizabeth City State University will indicate this in writing to the Director of Teacher Education prior to arrival on campus. At the same time they will indicate the area and level in which they desire certification and will send complete transcripts of all previous college study. No certification commitments will be made by the University until transcripts have been received and reviewed by the chairperson of the involved academic department (where applicable) and the Director of Teacher Education. A person seeking such certification may expect to meet the same certification requirements and demonstrate proficiencies required of regular Elizabeth City State University students seeking similar certification.

SPECIAL STUDIES AND PROGRAMS

The Division of Special Studies and Programs is designed to meet the wide range of instructional services which are not within the scope or which are broader than the scope of the various departments and divisions.

COURSE DESCRIPTIONS

SPROG 306 Service-Learning Internship (Cooperative Education) (0-6)

Semester practicum working in business/industry and service-oriented agencies. Students are on a work-study plan designed to integrate the student's classroom experiences and on-the-job training. Seeks to broaden the student's intellectual horizons and at the same time introduce the student to the world of business, industry, finance, and people in preparation for careers after graduation.

SPROG 400 Senior Seminar (1)

Interdisciplinary approach to fundamental issues in society. Special concern given to family planning, personal insurance, banking, investments, credit and job analysis. Resource persons from the business and professional world utilized.

SPROG 499 Independent Study (1-3)

For selected students who can benefit from independent study and research relating to interdisciplinary studies.

Independent Study by Extension

Independent Study (correspondence study) is a convenient way to earn college credit. Enrollment is possible virtually any day of the year and all students have up to thirteen months to complete. Independent Study is especially suited for students who will be away from the campus during the summer or participating in an internship program during the semester. These courses are administered through Independent Study by Extension, UNC Division of Extension and Continuing Education, 121 Abernethy Hall, Chapel Hill, North Carolina 27514. For further information contact: Dr. Louis V. Nadeau, Assistant Vice Chancellor/Special Programs, Elizabeth City State University, Elizabeth City, North Carolina 27909, (919) 335-3317.

Department of Geosciences

ENVSC 101 — General Environmental Science (3)

Department of Mathematical Sciences

GE 111 — Introduction to College Mathematics II (3)

Department of Modern Languages

GE 102/103 — Composition and Literature I & II (3/3)

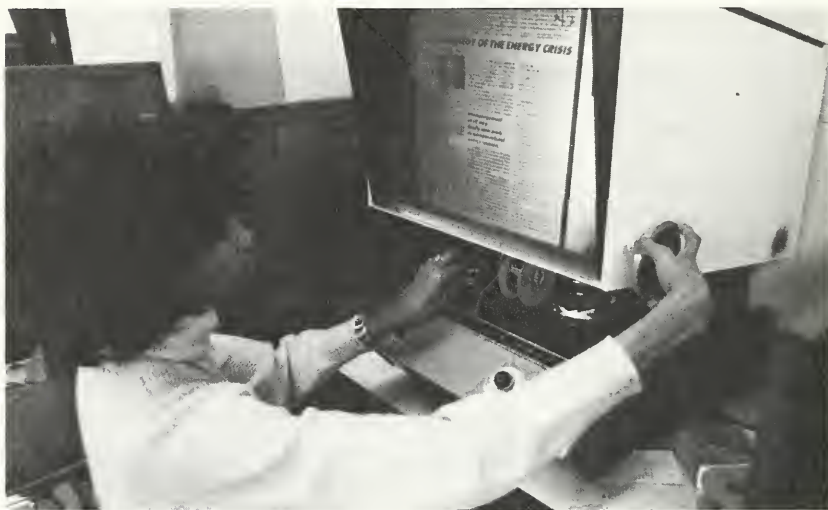
ENGL 305/306 — American Literature I & II (3/3)

Department of Social Sciences

SOC 201 — Introduction to Sociology (3)

SOC 306 — Urban Sociology (3)

SOC 401 — The Family (3)



DEPARTMENT OF ART

The Department of Art offers a major program leading to the B.S. degree in Art Education. There is also an Art concentration for Intermediate Education majors. Art curricula have been structured for personal and cultural development, professional competence, and vocational leadership in the visual arts or art teaching. The B.S. with a major in Art Education qualifies graduates for consideration to graduate study at other institutions.

In addition to general university requirements, the B.S. degree in Art Education includes the following requirements:

MAJOR

B.S. in Art Education

A. General Education Program 47 sem. hrs.

B. Major 51 sem. hrs.

Art 121, 202, 218, 226, 232, 233, 301, 317, 325,
353; INDST 404

Art History Elective (3 semester hours)

Art Electives (18 semester hours)

C. Professional Education Program 31 sem. hrs.

Educ. 201, 313, 424, 425, 469; Psych. 307, 309;

READ 320 (318 may be substituted); SPED 460;

SPROG 400

Total Required for Degree 129 sem. hrs.

Senior Art Majors must present prior to graduation an exhibition of work demonstrating their achievement level.

CONCENTRATION

Art for Intermediate Education Majors

Art 121, 202, 301, 353, or 325 and one History of Art course

Total Required for Concentration 15 sem. hrs.

COURSE DESCRIPTIONS

ART

GE-130: ART APPRECIATION (2) (formerly 70-119)

Designed to stimulate interest in and awareness of the visual arts by guiding the students in developing techniques of analysis which result in a better understanding of the creative processes and problems involved.

ART 121: FREEHAND DRAWING (2) (formerly 70-121)

Foundational course in drawing for all Art Majors. Aims to stimulate the student to see and evolve phases of drawing, through usage of pencil, charcoal, pen and ink, brush and ink, pen and brush and ink, and graphic arrangements in other drawing media. Seeks to develop practical insight relative to

an understanding of light and shade, compositional arrangement, considerations of perspective, technical facets relating to drawing, and the like. Emphasis on keen observation and application of aforementioned considerations.

ART 201: HUMANITIES (4) (formerly 70-201)

Aims at student involvement enabling evaluation of creative expression in the broad area of the humanities. Seeks to help attain awareness regarding the universality of “the creative urge” in diverse disciplines of the humanities. Examines the social, political, economic, and religious forces that have influenced humanistic growth and development through history.

ART 202: FUNDAMENTALS OF DESIGN (2) (formerly 70-202)

Basic course relating to study of surface, form, color composition, and related factors. Opportunities provided for development via practical experimentation, through studio-oriented projects, and off-campus units, and development of expertise in analysis of various phases of design encountered in broad realms of artistic expression.

ART 218: FIGURE DRAWING (2) (formerly 70-218)

Concentrates on practical development in portraying the human figure via a wide range of drawing media, including pencil, charcoal, pen and ink, pen and brush, pen and brush and ink. Prerequisite: ART 121.

ART 224: LETTERING AND POSTER DESIGN (2) (formerly 70-224)

Teaches lettering, poster and placard construction, employing a variety of lettering styles, tools, and media.

ART 225: ARTS AND CRAFTS FOR THE CLASSROOM TEACHER (3) (formerly 70-225)

Focuses on the aesthetic, artistic, structural qualities associated with children’s art, the nature of creativity, the artistic expression of children of various age levels. Emphasizes adapting art instruction to the individual needs of students, including those in multicultural settings and those with learning handicaps.

ART 226: GENERAL CRAFTS (3) (formerly 70-226)

Accords students opportunities to work in many realms of crafts and handicrafts, with emphasis on creativity and inventiveness, employing inexpensive materials and equipment.

ART 227: WATERCOLOR PAINTING (2) (formerly 70-227)

Concentrates on painting in transparent and opaque waterbased media, including consideration of technical development, application of ideas, compositional design, and other related means.

ART 232: HISTORY OF ART (3) (formerly 70-232)

Historical analysis of development and significance of various epochs of art from pre-historic times to close of the Middle Ages, with application to painting, sculpture, architecture, and the minor arts.

ART 233: HISTORY OF ART (3) (formerly 70-233)

Development of painting, sculpture, architecture, and the minor arts, analyzed historically, from opening of the Renaissance to present day.

ART 301: ELEMENTARY PAINTING (3) (formerly 70-301)

Study, from practical standpoints, of painting in various media, including watercolors, tempera, gouache, oils, acrylics, mixed media, and the like. Emphasis placed on awareness of creative and aesthetic considerations of picture structure through development in various painting media. Prerequisite: ART 227.

ART 302: INTERMEDIATE PAINTING (3) (formerly 70-302)

Essentially a follow-up program to Art 301, giving students more opportunities for development in diverse painting media, with consideration accorded artistic growth, from creative standpoints. Prerequisite: ART 301.

ART 317: BEGINNING PHOTOGRAPHY (3)

Concentrates on methods, attainment of know-how, and developmental procedures relating to photography.

ART 325: SCULPTURE (3) (formerly 70-325)

Emphasizes practical understanding of sculptural development, via studio and out-of-studio involvement, using a wide variety of materials, including wood, plaster, clay, metal, and the like.

ART 330: ART OF ANTIQUITY (3) (formerly 70-330)

Analysis of painting, sculpture, the minor arts, and architecture of the civilizations of antiquity, including those of Egypt, Mesopotamia, Etruria, Crete, Greece and Rome.

ART 331: ART OF THE RENAISSANCE (3) (formerly 70-331)

Examination of aesthetic, artistic, structural phases of the Renaissance in Italy, France, Germany, the Netherlands.

ART 332: HISTORY OF MODERN ART (3) (formerly 70-332)

Study, from analytic standpoints, of the major movements in painting, sculpture, architecture, and the minor arts, from the opening years of the eighteenth century to present day.

ART 336: ORIENTAL ART (3)

Examination of art, architecture, and minor arts of the civilizations of the Orient, including those of Japan, China, and surrounding localities, from early phases of history to the present era.

ART 339: COMMERCIAL ART (2) (formerly 70-339)

Creative approach to artistic expression, applicable to promotion and advertising. Concentrates on design concepts, color theory, compositional trends, and related considerations. Prerequisite: ART 224.

ART 340: ART OF THE EIGHTEENTH CENTURY (3)

Examination of aesthetic, artistic, structural development which took place in Europe during the eighteenth century. Also analyzes political, economic, social, religious influences affecting such development during the period.

ART 341: ART OF THE NINETEENTH CENTURY (3)

Emphasizes the relationship of artistic and architectural development with other facets of cultural growth during the nineteenth century, with consideration accorded to influences affecting such growth.

ART 342: TWENTIETH CENTURY ART (3)

Study of the arts, architecture, and the minor arts of the present century, with attention also directed to factors that have served to influence such growth in diverse areas of the world.

ART 353: CERAMIC-MAKING (3) (formerly 70-353)

Accords opportunities in attaining practical insight in developing two-dimensional and three-dimensional forms of ceramic art, as well as experience in evolving various forms of pottery. Consideration also accorded to utilization of clays of diverse varieties, fundamental aspects of glazing, and theoretical trends in firing ceramicware.

ART 354: INTERMEDIATE CERAMIC ARTS (3)

Concentrates on laboratory realms of development in designing and modeling ceramicware, with emphasis on creative processes, ceramic composition, glaze formulate, textural analysis. Principal aim is projection toward individual, personalized, creative growth in the area of the ceramic arts. Prerequisite: ART 353.

ART 368: PHILOSOPHY OF ART EDUCATION (3)

Concentrates on development of understanding relative to significance of art education as an area of dominant growth in the present world environment. Consideration also accorded to attainment of insight regarding diverse theoretical ideologies that align themselves with learning in the broad arena of the arts.

ART 402: ADVANCED PAINTING (3) (formerly 70-402)

Essentially an extension, from progressive and developmental standpoints, of Art 302. Concentrates on expressive growth, creative development, and realization of an individual direction in painting. Prerequisite: ART 302.

ART 404: GRAPHIC ARTS (3) (formerly 70-404)

Provides experience and know-how in a wide realm of the graphic arts, including engraving, etching, mezzotint, drypoint, lithography, serigraphy, and the like, with emphasis on creativity. May be taken only during the Senior year or with consent of the Departmental Chairperson.

ART 409: ART PROBLEMS (3) (formerly 70-409)

Open to students desiring opportunities for further research in the practical arts, art history, art education, and aesthetics. Study pursued, from specialized and individualized standpoints, under guidance of the instructor. May be taken only during the Senior year or with the consent of the Departmental Chairperson.

ART 415: BASIC WEAVING (2) (formerly 70-415)

Accords students opportunities for development in various phases of foun-

dational weaving, involving basic construction techniques, the creation of simple cords, plaited braiding, tatting, needle-weaving, and loom weaving. Said considerations would be aligned with studio methods of working, utilizing pattern concepts, incorporating “pick-up” pattern-making, and the like.

ART 432: BLACK ART (3) (formerly 70-432)

Attainment of understanding of the broad realm of arts, architecture, and minor arts of the past and the present day, in Africa and America. Concentrates on intrinsic relationship of the arts in black culture with political, economic, social, religious considerations relating to history and the current era.

ART 453: ADVANCED CERAMIC ARTS (3)

Emphasizes laboratory experience in the ceramic arts, studies in designing, fabrication, casting, experimentation via diverse technical processes — utilizing various clay materials, glazes, and kiln-firing methods, all being realized on an individualized basis. Places emphasis on experimentation and development of creative approaches in ceramic art. Prerequisite: ART 354.

ART 460: ADVANCED PRINT-MAKING (3)

Emphasizes growth of awareness and know-how in various areas of graphic arts media. Experimental approaches are investigated by the student in several or in a single, area of the graphic arts. Prerequisite: ART 404.

ART 475: STUDIES IN AESTHETICS (3)

Examines theories relating to values in art criticism, bases for constructive evaluation of various areas of the arts, pertinent impulses directed toward analysis of the arts, analytic understanding of what constitutes aesthetic values. Prerequisite: ART 232, ART 233.

**ART 001: ART IN THE PUBLIC SCHOOL WORKSHOP (6)
(formerly 70-001)**

Has been programmed, through the years, as a service to Seniors, in-service teachers, teacher-aides, school supervisors and administrators — as means of according insight, from practical and knowledgeable standpoints, regarding relationship of art to the many areas of general education in the public school environment.



DEPARTMENT OF BIOLOGY

The Department of Biology offers general education courses in cellular, environmental, plant and animal biology. Biology majors can select five concentrations leading to a B.S. degree in Biology. Students are prepared for careers in health-related professions, research institutions, and for further study in medicine, dentistry and other professions.

MAJOR

B.S. in Biology (Non-Teaching)

- A. General Education Core 47 sem. hrs.
- B. Major 32 sem. hrs.
Biol. 141, 142, 201, 202, 341, 345, 401, 441,
442, 495, 499.
- C. Related Areas 28 sem. hrs.
Chem. 101, 102, 201, 301; 302, Physics 181,
182
- D. General Electives 19 sem. hrs.
- Total Required for Degree 126 sem. hrs.

MAJOR

B.S. in Biology (Pre-medicine and Pre-dentistry)

- A. General Education Core 47 sem. hrs.
- B. Major 37 sem. hrs.
Biol. 141, 142, 201, 202, 207, 305, 341, 345,
290, 441, 442, 495
- C. Related Areas 32 sem. hrs.
Chem. 101, 102, 201, 301, 302, 401;
Physics 181, 182; Env. Sci. 101 or
Soc. Sci. 204
- D. General Electives 12 sem. hrs.
- Total Required for Degree 128 sem. hrs.

MAJOR

B.S. in Biology (Environmental Science)

- A. General Education Core 47 sem. hrs.
- B. Major 34 sem. hrs.
Biol. 141, 142, 201, 202, 341, 345, 401, 402,
441, 442, 499.
- C. Related Areas 35 sem. hrs.
Chem. 101, 102, 405; Physics 181, 182;
Geol. 142, 143, 242, 301, 431, 499.
- D. General Electives 10 sem. hrs.
- Total Required for Degree 126 sem. hrs.

MAJOR

B.S. in Biology (Ecology)

- A. General Education Core 47 sem. hrs.
- B. Major 37 sem. hrs.
 - Biol. 141, 142, 341, 345, 401, 441, 495;
 - Ecol. 301, 302, 303, 401, 402, 499.
- C. Related Area 27 sem. hrs.
 - Chem. 101, 102, 201; PHYS 181, 182;
 - ENVSC 101; GEOL 142, 143, 242.
- D. General Electives 15 sem. hrs.
- Total Required for Degree 126 sem. hrs.

MAJOR

B.S. in Biology through Cooperative Education

- A. General Education Core 47 sem. hrs.
- B. Major 27 sem. hrs.
 - Biol. 141, 142, 201, 202, 305, 341, 345, 441,
 - 449
- C. Related Areas 20 sem. hrs.
 - Chem. 101, 102, 201; Physics 181, 182.
- D. Electives and On-the-job Training 32 sem. hrs.
- Total Required for Degree 126 sem. hrs.

MINOR

Biology minor: open to all non-biology majors

Required Courses:

Biol. 141, 142, 341, 441.

Elective Courses:

From biology courses numbered 200-400

Total required for Minor 20 sem. hrs.

CONCENTRATION

Ecology for Intermediate Education Majors

Required Courses:

Ecol. 301, 302, 303, 401, 402

Total Required for Concentration 15 sem. hrs.

CONCENTRATION

Biology for Intermediate Education Majors

Required Courses:

BIOL. 141, 142, 207, 492

Total Required for Concentration 16 sem. hrs.

COURSE DESCRIPTIONS

BIOLOGY

GE 154: BIOLOGICAL SCIENCE SURVEY (3) (formerly 10-139)

Introduction to biological principles as exemplified in a wide range of organisms. Life history, structural features, heredity and ecology of plants and animals are chief topics of discussion. Special attention directed toward human biology. Lecture, two hours; laboratory, two hours.

BIOL 141: GENERAL ZOOLOGY (4) (formerly 10-141)

Basic course in animal biology with emphasis on life histories, structural features, distributions, and classification of groups in a sequence of development from lower to higher orders. Prepares students for advanced courses in biology and is required of all majors; open to other fields of concentration. Lecture, two hours; laboratory, four hours.

BIOL 142: GENERAL BOTANY (4) (formerly 10-142)

Covers selected biological phenomena of plant life. A consideration of structural anatomy, distribution and economical importance of the seed plants. (Special emphasis will be placed on the outdoor classroom as a laboratory experience.) Required of all majors; open to other fields of concentration. Lecture, two hours; laboratory, four hours.

BIOL 201: COMPARATIVE VERTEBRATE ANATOMY (4) (formerly 10-201)

Comparative study of structural features and development of organ systems of various classes of vertebrates, with emphasis on their evolutionary sequence. Lecture, two hours; laboratory, four hours. Prerequisite: BIOL 141.

BIOL 202: GENERAL PHYSIOLOGY (3) (formerly 10-202)

Study has as its aim the attempt to discover, insofar as possible, the nature and mechanism of living matter. Attempts an explanation in terms of physical and chemical changes which occur during vital process of life. Lecture, two hours; laboratory, two hours. Prerequisite: BIOL 201.

BIOL 204: INSTRUMENTATION IN BIOLOGY (1)

Designed to acquaint students with equipment and procedures utilized in biological laboratories for research and instruction. Prerequisite: consent of instructor.

BIOL 207: HUMAN ANATOMY (3) (formerly 10-207)

Study designed to cover basic details of form and structure of the human body. Lecture, two hours; laboratory, two hours. Prerequisite: BIOL 141.

BIOL 208: HUMAN NUTRITION (3)

Introduces basic knowledge of food and its relationship to human nutrition. Concerned with nutritional role of carbohydrates, protein, fat energy, vitamins, minerals, etc. Practical aspects of human nutrition emphasized.

BIOL 209: PRINCIPLES OF ANATOMY AND PHYSIOLOGY (3)
(formerly HLTH 267)

A survey of the interrelationships between specialized human body structures and their function. Special emphasis is given to the skeletal, muscular, respiratory, circulatory, and nervous system and is designed to provide a background for the study for Health and Physical Education Majors. 2-two hour labs. 2-one hour lectures.

BIOL 305: HISTOLOGY (3) (formerly 10-305)

Microscopic structure of plant and animal tissues; emphasis on distinguishing characteristics of various types. Lecture, two hours; laboratory, two hours. Prerequisite: two years of biology and one year of chemistry.

BIOL 307: HUMAN PHYSIOLOGY (3) (formerly 10-307)

Study of the functions of the organ systems of the human body. Prerequisite: BIOL 141.

BIOL 341: MICROBIOLOGY (3) (formerly 10-341)

Biology of micro-organisms; special emphasis on bacteria, their detection, isolation, and cultural relation of living organisms. General principles of infection and immunity, selected diseases of humans also emphasized. Lecture, two hours; laboratory, two hours. Prerequisites: BIOL 141/142, CHEM 101/102.

BIOL 345: SYSTEMATICS (3) (formerly 10-345)

Special emphasis upon diagnostic features and criteria used in classifying or systematizing living forms. All categories of organisms from local environment will be investigated. Classifying living organisms, identifying and preparing permanent laboratory specimens of local flora. Lecture, two hours; laboratory, four hours. Prerequisites: BIOL 141, 142.

BIOL 380: CELL BIOLOGY (3)

Detailed description of the fine structure of eucaryotic and procaryotic cells, the chemical composition and organization of cells, cell metabolism, and bioenergetics. Prerequisites: BIOL 141, 142; CHEM 301, 302.

BIOL 390: MOLECULAR BIOLOGY (3) (formerly 10-390)

Designed to familiarize students with various laboratory techniques that are used in studying the bacteriophages, DNA and RNA determinations, induced mutation and gene complementation. Lecture, one hour, laboratory, four hours. Prerequisites: eight hours of chemistry, eight hours of biology, and consent of instructor.

BIOL 401: PLANT PHYSIOLOGY (3) (formerly 10-401)

Cell and general physiology; metabolic transformation; functions of leaves, roots, stems, flowers, and fruit. Photosynthesis; respiration in plants; growth hormones and their activities. Lecture, two hour; laboratory, two hours. Prerequisites: BIOL 142, 202; CHEM 101.

BIOL 402: ECOLOGY (3) (formerly 10-402)

Various environmental factors operative in different natural habitats with relation to the floral and faunal composition of each biotic community. Lecture,

two hours; laboratory, two hours. Prerequisites: BIOL 141, 142; CHEM 101, 102.

BIOL 404: ORGANIC EVOLUTION (3) (formerly 10-404)

Introduction to an analysis of the concept of organic evolution; consideration of such items as mutation, adaptation, selection, cooperation, competition and origin of species. Serves as a summary of all phases of biological phenomena. Prerequisites: BIOL 142, 201, 202 or 207.

BIOL 441: GENETICS (3) (formerly 10-441)

Deals with origin and evolution of germ plasm, its physical and chemical constitution, its inter-relation with the environment, and its influence on development of the organism. Includes discussion of DNA, RNA, and the mechanism of gene action. Special emphasis given human genetics and genetical abnormalities. *Drosophila* cultures and other living materials used for experiments. Lecture, two hours; laboratory, two hours. Prerequisites: BIOL 103, 141, 142.

BIOL 442: EMBRYOLOGY (3) (formerly 10-442)

Early developmental processes of anatomical and physiological significance with particular emphasis on developmental stages of the frog, chick, and mammalian embryos. Lecture, two hours; laboratory, two hours. Prerequisites: BIOL 201, BIOL 101/102

BIOL 492: METHODS IN LIFE SCIENCES INSTRUCTION (3)

Principles of instructional strategies and laboratory techniques associated with teaching life sciences at the level of intermediate education. Prerequisite: consent of instructor.

BIOL 493: FIELD EXPERIENCE IN BIOLOGICAL SCIENCE (6)

Designed for Cooperative Education majors in Biology to give students on-the-job training experiences. Prerequisite: consent of instructor.

BIOL 494: FIELD EXPERIENCE IN BIOLOGICAL SCIENCE (3)

Designed for Cooperative Education majors in Biology to give students on-the-job training experiences. Prerequisite: consent of instructor.

BIOL 495: BIOLOGY SEMINAR (1 or 2) (formerly 10-495)

Consideration of recent advances and problems in Biology with student participation and general discussion. May be repeated for credit. Prerequisite: consent of instructor.

BIOL 496: SCIENCE AND HUMAN VALUES (1 or 2)

Describes basically the impact of science on our society and the implications of futuristic ideas on our perception of the future society.

BIOL 499: BIOLOGICAL RESEARCH (1 or 2) (formerly 10-499)

Investigational work on any topic in biology under guidance of staff members in the Department. Open only to students who have demonstrated a high level of ability and competence in biology or related fields. Prerequisites: advanced standing and consent of instructor.

ECOLOGY

ECOL 301: GENERAL ECOLOGY (3) (formerly 15-301)

Principles of ecology as relates to population and ecosystem's dynamics, natural ecosystems as affected by industrialization, agriculture, and other human activities. Lecture, two hours; laboratory, two hours.

ECOL 302: PLANT ECOLOGY (3) (formerly 15-302)

Distribution of plants and factors affecting the development and succession of plant communities. Special emphasis on plant communities of Dismal Swamp and Northeastern North Carolina. Lecture, one hour; laboratory, four hours. Prerequisites: eight hours of biology and eight hours of chemistry.

ECOL 303: ANIMAL ECOLOGY (3) (formerly 15-303)

Principles of animal distribution with emphasis on physical geography of the earth, factors affecting migration patterns and distribution of animals endangered species and fauna of Dismal Swamp. Lecture, two hours; laboratory, two hours. Prerequisite: eight hours of biology.

ECOL 401: MARINE AND FRESHWATER ECOLOGY (3) (formerly 15-401)

Biological, physical and chemical components and processes of fresh and salt waters. Identification of aquatic organisms and recognition of their ecological roles, enumeration of living forms in water of Outer Banks. Prerequisites: eight hours of biology and eight hours of chemistry.

ECOL 402: MICROBIAL ECOLOGY (3) (formerly 15-402)

Population ecology and ecosystem of microbes, the environment, and microbial interactions. Lecture; two hours, laboratory; two hours. Prerequisite: BIOL 341.

BIOL 499: ECOLOGICAL RESEARCH (1) (formerly 15-499)

Current topics on ecology, library research, laboratory projects involving various aspects of ecology. Prerequisite: consent of instructor.

WALTER R. DAVIS DEPARTMENT OF BUSINESS AND ECONOMICS

The Department offers a rich program of professional education for men and women who wish to achieve responsible positions in business and education. The Department offers major programs leading to the following degrees: (1) Bachelor of Science in Business Administration with or without a concentration in Accounting, Economics and Finance, Information Systems Administrator, Management and Marketing; (2) Bachelor of Science, majoring in Business Education: Basic (teaching without shorthand) and Comprehensive (teaching with shorthand). Students are prepared for teaching and for careers in accounting, advertising, banking and finance, insurance, transportation, communication, manufacturing and for graduate school.

MAJOR

B.S. in Business Education (Basic)

- A. General Education Core 47 sem. hrs.
- B. Major 36 sem. hrs.
BUS 100, 101, 106, 115, 201, 203, 307, 309,
350, 401, 421, 431, 432.
- C. Professional Education 26 sem hrs.
EDUC 201, 313, 411, 463; PSYCH 309; READ
318; SPROG 400; SPED 460.
- D. Related Areas 18 sem. hrs.
ACCTG 215, 216, 316; ECON 201, 202.
- Total Required for Degree 127 sem. hrs.

MAJOR

B.S. in Business Education (Comprehensive)

- A. General Education Core 47 sem. hrs.
- B. Major 42 sem. hrs.
BUS 100, 101, 106, 115, 201, 202, 203, 305,
306, 307, 309, 350, 401, 421, 431.
- C. Professional Education 26 sem. hrs.
Educ. 201, 313, 411, 462; Psych. 309; Read
318; Sprog. 400; Sped 460.
- Related Areas 12 sem. hrs.
Acctg. 215, 216; Econ. 201, 202.
- Total Required for Degree 127 sem. hrs.

MAJOR

B.S. in Business Administration (General)

- A. General Education Core 47 sem. hrs.
- B. Major 45 sem. hrs.
Bus. 106, 115, 209, 221, 307, 401, 431, 445,
460; Acctg. 215, 216; Econ. 201, 202, 308,
415.
- C. Related Areas 24 sem. hrs.
Bus. 346, 402, 418, 432, 465, 475; Acctg. 301,
435.
- D. Electives 9 sem. hrs.
- Total Required for Degree 125 sem. hrs.

MAJOR

B.S. in Business Administration (Accounting)

- A. General Education Core 47 sem. hrs.
- B. Major 36 sem. hrs.
Bus. 105, 115, 221, 307, 346, 401, 402, 431,
432, 445, 460, 465.

- C. Concentration 27 sem. hrs.
Acctg. 215, 216, 315, 316, 425, 428, 435, 447,
449.
- D. Related Area 9 sem. hrs.
Econ. 201, 202, 415.
- E. Electives 6 sem. hrs.
- Total Required for Degree 125 sem. hrs.

MAJOR

B.S. in Business Administration

(Information Systems Administrator)

- A. General Education Core 47 sem. hrs.
- B. Major 21 sem. hrs.
Bus. 307, 401, 402, 418, 445, 450, 465.
- C. Concentration 33 sem. hrs.
Bus. 209, 423, 442, 443; CMPSC 101, 102,
202, 301; 302, 312; Math 302.
- D. Related Areas 21 sem. hrs.
Acctg. 215, 216, 301, 435; Econ. 201, 202, 415.
- E. Electives ~~125~~ sem. hrs.
- Total Required for Degree 125 sem. hrs.

MAJOR

B.S. in Business Administration (Economics and Finance)

- A. General Education Core 47 sem. hrs.
- B. Major 30 sem. hrs.
Bus. 106, 115, 221, 307, 346, 401, 402, 445,
460, 465.
- C. Concentration 27 sem. hrs.
Econ. 201, 202, 308, 415, 419, 478, 480; Bus.
376, 418.
- D. Related Areas 12 sem. hrs.
Acctg. 125, 126, 215, 216, 301, 435.
- E. Electives 9 sem. hrs.
- Total Required for Degree 125 sem. hrs.

MAJOR

B.S. in Business Administration (Marketing)

- A. General Education Core 47 sem. hrs.
- B. Major 30 sem. hrs.
Bus. 106, 115, 209, 307, 346, 401, 402, 431,
445, 460.
- C. Concentration 24 sem. hrs.
Bus. 221, 310, 404, 424, 444, 450, 455, 470.

- D. Related Areas 21 sem. hrs.
Acctg. 215, 216, 301, 435; Econ. 201, 202, 415.
- E. Electives 3 sem. hrs.
- Total Required for Degree 125 sem. hrs.

MAJOR

B.S. in Business Administration (Management)

- A. General Education Core 47 sem. hrs.
- B. Major 30 sem. hrs.
Bus. 115, 221, 307, 346, 401, 402, 418, 445,
460, 465.
- C. Concentration 18 sem. hrs.
Bus. 209, 309, 423, 442, 443, 475.
- D. Related Areas 21 sem. hrs.
Acctg. 215, 216, 301, 435; Econ. 201, 202, 415.
- E. Electives 9 sem. hrs.
- Total Required for Degree 125 sem. hrs.

MINOR

*Business Administration

Required Courses:

Acctg. 215, 216; Econ. 201, 202; Bus 209, 221.

Total Required for Minor 18 sem. hrs.

*If a student wishes to minor in Business, but to concentrate more in Accounting than in any other area, he may choose nine hours of Accounting from the three-hundred and four-hundred level courses instead of Econ. 202; Mgt. 209 and Mkt. 221. It is suggested that the student who studies Accounting consider taking the total intermediate series.

COURSE DESCRIPTIONS

BUSINESS

BUS 100: ELEMENTARY TYPEWRITING (2) (formerly 50-100)

For students with no previous training or less than one year of typewriting. Emphasis on mastery of keyboard, proper technique, control and manipulative skills needed to build speed and accuracy.

BUS 101: INTERMEDIATE TYPEWRITING (2) (formerly 50-101)

For students with one year or more of typewriting credit. Emphasis on reinforcement of basic skills with concentrated development of speed and accuracy. Preparation of more complex business letters, forms, reports, etc.

BUS 106: BUSINESS MATHEMATICS (3) (formerly 50-106)

Stresses application of basic business calculations to complex business transactions in tabulation forms used in bookkeeping and accounting. Emphasis upon such reporting forms as bank reconciliations, retail pricing schedules, inventory evaluation schedules, accounts receivable and payable, aging schedules, depreciation, direct-reduction loan payment schedules.

BUS 115: INTRODUCTION TO BUSINESS (3) (formerly 50-115)

Survey of fundamental principles of organization and control, financial, marketing and manpower management. Case-study method used.

BUS 201: ELEMENTARY SHORTHAND (3) (formerly 50-201)

For students with no previous training in shorthand. Mastery of principles of Diamond Jubilee Shorthand is a course requirement. Emphasis upon accurate reading and writing of shorthand notes. Ability to take simple dictation developed concurrently with training in theory of shorthand. Minimum of 60 words a minute concurrently required.

BUS 202: INTERMEDIATE SHORTHAND (3) (formerly 50-202)

For students who have completed one year of high school or college shorthand. Includes a review of shorthand theory, further development of vocabulary, the achievement of 60 to 80 words a minute. Prerequisite: BUS 201 or its equivalent.

BUS 203: ADVANCED TYPEWRITING (2) (formerly 50-203)

For development of superior skill in use of the typewriter. Emphasis on production and concomitant non-typing activities, and upon using judgment in problem-solving situations. Prerequisite: BUS 101.

BUS 209: PRINCIPLES OF MANAGEMENT (3) (formerly 50-209)

Study of management principles that apply to all types of business organizations with special emphasis on planning, organizing, staffing, and controlling.

BUS 221: INTRODUCTION TO MARKETING (3) (formerly 50-221)

Survey of marketing organization and methods; emphasis on socio-economic aspects of distribution, consumer problems, marketing functions, institutions, methods and policies.

BUS 305: ADVANCED SHORTHAND (3) (formerly 50-305)

For students having completed two years or more of shorthand. Intensive review of shorthand theory; continued development of vocabulary and dictation rates at 80 to 100 words a minute. Prerequisite: BUS 202.

BUS 306: TRANSCRIPTION (3) (formerly 50-306)

Continuation of development of spelling, grammar, sentence structure, and division. Emphasis placed on the production of mailable letters. Minimum achievement of 100 to 120 words a minute. Prerequisite: BUS 305.

BUS 307: BUSINESS COMMUNICATIONS (3) (formerly 50-307)

Study and composition of various types of written business communications. Much attention given to verbal skills: spelling, grammar, sentence structure, etc. A human approach to letter writing from the viewpoint of management is emphasized. Technical vocabulary building integrated with assignments. Prerequisite: GE 103.

BUS 309: OFFICE MANAGEMENT (3) (formerly 50-309)

Principles of office management and standards, fundamentals of office control, office location, and layout. Emphasis on office equipment, systems, and procedures. Case method of instruction used to stimulate application of principles under dynamic conditions.

BUS 310: PROMOTION (3) (formerly 50-310)

Studies promotion as persuasive communication. Examines promotion management and its relationship to the overall marketing program. Primary emphasis upon advertising, sales promotion, and personal selling. Prerequisite: BUS 221.

BUS 320: PRINCIPLES OF INSURANCE (3) (formerly 50-310)

Nature, principles, management of risk and use of insurance in personal and business situations. Group, life, health, and retirement insurance are covered.

BUS 346: PERSONAL FINANCE (3) (formerly 50-346)

Topics studied include inflation, tax problems, credit insurance, annuities, home ownership, bank accounts and investments. Prerequisites: ECON. 201, 202.

BUS 350: OFFICE MACHINES (3) (formerly 50-350)

Laboratory work involving the operation and development of skill in use of calculating, duplicating and transcribing machines. Prerequisite: BUS 106.

BUS 376: PUBLIC FINANCE (3) (formerly 50-376)

Public expenditures, federal and state revenue systems, financial administration, budgeting and public debt management. Prerequisites: BUS 106; ECON. 201, 202.

BUS 401: BUSINESS LAW I (3) (formerly 50-401)

Study of law and its application to business. Involves study of principles of contracts, agencies, partnership, property in general and other rules of conduct prescribed by government for performance of business transactions. Prerequisite: Permission of Department Chariman.

BUS 402: BUSINESS LAW II (3) (formerly 50-401)

More advanced cases and problems arising from everyday business transactions. Special emphasis placed on corporations, negotiable instruments, credit transaction, sales and insurance. Prerequisite: BUS 401.

BUS 404: RETAIL MERCHANDISING (3) (formerly 50-404)

Analysis of factors underlying successful operation of retail stores including location, stock arrangement, buying and selling, advertising and display, merchandise, planning and control, personnel management, and customer relations. Prerequisite: BUS 221.

BUS 418: MONEY, CREDIT, AND BANKING (3) (formerly 50-418)

Study of subject from viewpoint of the businessman, the banker, and the public. Examines development and present status of the American money market; credit controls; monetary policy, debt management, and monetary theory. Prerequisites: ECON 201, 202.

**BUS 421: SECRETARIAL PRACTICE AND PROCEDURES (3)
(formerly 50-421)**

Secretarial efficiency developed through study of office procedures, problems, and techniques of communication, and use of techniques. Emphasis on applied typing and use of office machines to qualify the student for high-level positions in office employment.

BUS 423: INDUSTRIAL MANAGEMENT (3) (formerly 50-423)

Principles and techniques underlying successful organization and management of business activities. Includes management problems and control methods. Emphasis placed on management of small industrial enterprises. Prerequisite: BUS 209.

BUS 424: CONSUMER BEHAVIOR (3) (formerly 50-424)

Analysis of human behavior in the market place. Special emphasis placed on behavioral patterns, learning theory, motivational research, and other psychological and sociological variables which increase student's understanding of the consumer. Prerequisite: BUS 221.

BUS 442: PERSONNEL MANAGEMENT (3) (formerly 50-442)

Introduces student to fundamental theory and practices relating to human resources of management. Prerequisite: BUS 209.

BUS 443: ORGANIZATIONAL BEHAVIOR (3) (formerly 50-443)

Emphasis on development of students' understanding and knowledge of organizational behavior and human performance in the organizational setting. Instruction directed toward organizational behavior as a necessary ingredient of managerial effectiveness and understanding of the major theoretical and methodological approaches to studying behavior in organizations. Prerequisites: BUS 209 and permission of instructor.

BUS 444: MARKETING MANAGEMENT (3) (formerly 50-444)

Marketing function and its relationship to total business organization and its environment. Emphasis placed upon design of total marketing strategies and systems. Prerequisite: BUS 221.

BUS 445: CORPORATE FINANCE (3) (formerly 50-445)

Principles of financial management. Analysis of the demand for funds, internal and external supplies of funds, and their costs to the firms. Prerequisites: ACCTG. 315 or ACCTG. 301.

**BUS 450: INTRODUCTION TO MARKETING RESEARCH (3)
(formerly 50-450)**

Introduces principles and practices of marketing research with particular emphasis on basic methods and techniques; sources, collection and interpretation of data; questionnaire design; processing, presentation and application of data and the relationship of marketing research to behavioral science and marketing management. Prerequisite: BUS 221.

BUS 455: INTERNATIONAL MARKETING

Examination of marketing problems, opportunities, and organization of multinational firms to serve overseas market. Cross cultural aspects, competition, promotional methods government aid and impediments in international marketing will be analyzed. Prerequisite: BUS 221.

**BUS 460: QUANTITATIVE METHODS FOR BUSINESS
AND ECONOMICS (3)**

Exploration of mathematical techniques used in economics and business management with emphasis on applied problems and relationship between technique and theory. Prerequisites: ECON. 201, 202; GE 111; MATH 201.

**BUS 465: BUSINESS RESEARCH AND REPORT WRITING (3)
(formerly 50-465)**

Comprehensive techniques of business reporting which include surveying markets summarizing finding, writing analytical and informative reports. Prerequisite: BUS. 307; ECON. 415.

BUS 470: MARKETING PROBLEMS AND CASES

Treats actual business cases, problems facing manufacturers and businessmen. Emphasis on development of analytical tools. Prerequisite: BUS 221.

ACCOUNTING

ACCTG 215/216: ACCOUNTING I/II (3/3) (formerly 54-215/216)

Principles of accounts, theory of debits and credits; techniques of special journals and ledgers, their operations and periodic adjustments thereto; preparation of financial statements; accounting treatments of various kinds of commercial paper. Functions of accounting as managerial tool. Emphasis on problem-solving, including practice sets covering proprietorship and elementary corporation accounting.

ACCTG 301: ACCOUNTING FOR MANAGEMENT (3)

Designed to be a terminal course for students majoring/having concentration in business administration. Deals with aspects of accounting which are essential for measurement, interpretation, use and communication of accounting data. Mechanical and procedural details minimized except in those

areas where topics are introduced for the first time. Prerequisites: ACCTG. 215, 216.

ACCTG 315: INTERMEDIATE ACCOUNTING I (3) (formerly 54-315)

Study of items comprising financial statements, with major attention to theory and procedures involved in recording and interpreting working capital items. Prerequisites: ACCTG. 215, 216.

ACCTG 316: INTERMEDIATE ACCOUNTING II (3) (formerly 54-316)

Continuation of study of items which comprise financial statements, with major attention to procedures involved in recording, reporting and interpreting noncurrent items. Special attention to accounting for stockholders' equity to ratio and measurements and to error analysis and corrections. Prerequisite: ACCTG. 315.

ACCTG 425: COST ACCOUNTING (3) (formerly 54-425)

Deals with process and special order cost systems, pointing out relationship between cost and financial accounting. Also deals with treatment of direct and indirect charges and departmentalization of plan accounts. Prerequisite: ACCTG. 315.

ACCTG 428: AUDITING (3) (formerly 54-428)

Principles and practices used by public accountants and internal auditors in examining financial statements and supporting data. Prerequisite: ACCTG. 316.

ACCTG 435: FEDERAL INCOME TAXATION (3) (formerly 54-435)

Introduction to federal taxes on income, preparation of income tax returns for individuals, statutory concepts of income, capital gains and losses, basis of property sold, tax-free exchange deductible expenses, interest, contributions, depreciations, bad debts and losses, withholding method of minimizing taxes. Prerequisite: ACCTG 216.

ACCTG 447: ADVANCED ACCOUNTING (3) (formerly 54-447)

Study of the special phase of accounting; installment sales, consignments, and branch accounts. Special emphasis given to consolidated balance sheets and income statements, embracing wholly and partly owned subsidiaries, major and minor holding companies, and intercompany profits on inventories and fixed assets. Prerequisite: ACCTG. 316.

ACCTG 448: MANAGERIAL ACCOUNTING (3) (formerly 54-448)

Uses of accounting data in decision-making and control including cash and cost flow; statement and break-even analysis; operational and capital budgeting and price level changes. Prerequisites: ACCTG. 215, 216.

ACCTG 449: ACCOUNTING THEORY (3) (formerly 54-449)

Accounting theory as related to financial concepts and principles is traced through its historical development, and prevailing theories of accounting are analyzed, including such major issues as income determination, asset valuation, price level changes and other reporting problems. Prerequisite: ACCTG. 316.

ACCTG 456: CPA PROBLEMS (3)

Designed to prepare the graduating student to successfully sit for the Uniform National Certified Public Accountant Examination. Prerequisites: ACCTG 425, 428, 435, 447.

ECONOMICS

ECON 201/202: PRINCIPLES OF ECONOMICS I/II (3/3)

(formerly 55-201/202)

Study of the economic relationship and institutions in our society. The theory of the firm, supply and demand, and the analysis of distribution within the context of a free enterprise economy.

ECON 308: LABOR PROBLEMS (3) (formerly 55-308)

Study of labor history in America, the process of collective bargaining; laws pertaining to labor-management relations, and factors affecting wage and employment determination. Prerequisite: ECON. 202.

ECON. 310: HISTORY OF ECONOMIC THOUGHT (3) (formerly 55-310)

Review of development of economic thought, tools of analysis and socio-economic conditions which influence this development. Prerequisites: ECON. 201, 202.

ECON. 325: CURRENT ECONOMIC PROBLEMS (3) (formerly 55-325)

Study of domestic and international economic problems and proposed solutions. Problems such as employment, inflation, poverty, the gold flow, and farm problems are analyzed. Prerequisites: ECON. 201, 202.

ECON. 408: COMPARATIVE ECONOMIC SYSTEMS (3) (formerly 55-408)

Forms of economic organization, economic policies and objectives of capitalism, socialism, communism, and fascism. Application of theories to practices. Prerequisites: ECON. 201, 202.

ECON. 415: BASIC ECONOMIC STATISTICS (3) (formerly 55-415)

Statistical methods including measures of central tendency, and dispersion, sampling, probability and regression analysis.

ECON. 419: INTERNATIONAL ECONOMICS (3) (formerly 55-419)

Analysis of flow of goods and services between countries and financial aspects of international trade. Includes benefits from trade, restraint of trade, terms of trade, financing trade, the balance of payments analysis. Prerequisite: ECON. 202.

ECON. 478: INTERMEDIATE ECONOMIC ANALYSIS (3) (formerly 55-478)

Development of methods in economic analysis and application of these methods to problems of price and production under conditions of competition, monopoly, and monopolistic or imperfect competition. Prerequisite: ECON. 202.

ECON. 480: MACROECONOMIC THEORY (3) (formerly 55-480)

Study of determinants of income, employment, and interest rates with emphasis on governmental policy to stabilize economic conditions. Prerequisite: ECON. 201.

DEPARTMENT OF EDUCATION AND PSYCHOLOGY

The objectives of the Department of Education and Psychology are (1) to train students to be effective teachers of school children, especially in North Carolina, (2) to provide professional education courses for all teacher education programs offered through Elizabeth City State University and (3) to offer non-teaching career options to students.

The Department offers four (4) Bachelor of Science of Education degree programs and a Bachelor of Science degree in Psychology:

- (1) Early Childhood Education (grades K-3, teaching)
- (2) Intermediate Education (grades 4-9, teaching)
- (3) Reading Education (grades K-12, teaching)
- (4) Special Education (grades K-12, teaching) with a concentration in Mental Retardation
- (5) Psychology, General (non-teaching) (Bachelor of Science)

All of the teaching programs of the Department have the approval of the North Carolina Department of Public Instruction and, therefore, according to the "approved program approach," will permit the student who has successfully completed a teaching program and achieved an appropriate National Teacher Examination score to acquire a Class A teaching Certificate.

The Early Childhood Education Program

The Department offers professional education courses needed by students desiring to major in Early Childhood Education, enabling them to teach kindergarten through third grade. Courses offered by the various disciplines will satisfy degree program requirements and some may be selected for academic and cultural enrichment. Several departmental courses offered are especially designed for in-service teachers for professional growth and certificate renewal.

The Early Childhood Education Program also includes an accredited Laboratory School comprised of a Nursery School and a Kindergarten. Experiences are provided for young children which (1) help them to develop socially and emotionally and to receive educational training to enhance future learning and (2) provides observation and practical experiences with children for Early Childhood Education majors and other students of the University.

Intermediate Education

The Department offers an appropriate sequence or appropriate sequences of courses which prepares students to teach grades four through nine. Intermediate Education majors are required to concentrate in two areas of study — at least one of which must be academic. The concentration sequences are listed in this catalog by the offering Departments. Selections may be made from the following:

Art	15 sem. hrs.
**Biology	16 sem. hrs.
**Black Studies	18 sem. hrs.
Dramatic Arts	15 sem. hrs.
**Ecology	15 sem. hrs.
**English	18 sem. hrs.
**Environmental Education	16 sem. hrs.
**General Science	17 sem. hrs.
**Mathematics	15 sem. hrs.
Media Education	16 sem. hrs.
Music	15 sem. hrs.
**Reading	18 sem. hrs.
**Social Studies	18 sem. hrs.
Special Education/Mental Retardation	18 sem. hrs.
Pre-Professional Speech Pathology	18 sem. hrs.

Successful completion of the media education concentration leads to the Associate Media Coordinator's Certificate.

Reading Education Program

Reading has been a part of the teacher education program at Elizabeth City State University since its opening in 1892. ECSU is almost unique in that it is one of two schools in the UNC system offering a baccalaureate degree in Reading Education. The Reading Education Program was instituted as a degree program in 1977-78.

Through on-campus classroom activities and off-campus clinical experiences with children, students in the Reading Education Program will acquire the intellectual competencies, the professional attitudes and the technical skills for effective teaching in schools.

Teacher education candidates who successfully complete this program, a minimum of 125 semester hours, are eligible for State certification to teach reading from Kindergarten through grade twelve. State requirements are met for all elementary, secondary and special subject teaching majors.

Special Education Program

The Special Education Program encompasses two areas of a specialization: Mental Retardation and Speech Pathology. Graduates receive a Bachelor of Science in Education Degree with a major in Special Education/Mental Retardation. These students become certified teachers of the mentally handicapped or may seek one or more graduate degrees in Special Education.

**Academic Concentrations

The Psychology (General) Program

The Psychology (General) Program is a non-teaching major which offers training for those persons who are preparing to give service in public and private agencies serving individuals, families and groups within the community. The primary focus is upon clinical/community psychology with a support area in sociology. The program leads to a Bachelor of Science degree and provides an appropriate foundation for further study at the graduate level.

The Department of Education and Psychology offers a psychology minor. The completion of 21 semester hours is required.

The Media Education Program

The Bachelor of Science in Education (Intermediate) with Media Education as an area of concentration is offered.

The Media Education Program is designed for (1) students preparing for positions as Associate Media Coordinators in elementary and secondary schools; (2) teachers and prospective teachers who wish to become better acquainted with books and other instructional materials suitable for use with children and young adults; (3) school administrators who wish to explore the place of the media center in the instructional program, and (4) prospective candidates for graduate library school and graduate programs in Media Education.

MAJOR

B.S. Ed. in Special Education/Mental Retardation

- A. General Education Core 47 sem. hrs.
- B. Major 32 sem. hrs.
 SPED 200/201, 300/301, 315, 320, 330/331,
 338, 410, 415, 430; MEDIA 303; MUS
 227; PE 470.
- C. Professional Education 31 sem. hrs.
 EDUC 201, 385/386, 409, 473; PSY 213, 307,
 308, 309; READ 320; SPROG 400.
- D. Related Areas (restricted electives) 9 sem. hrs.
 SPCH 300, 320; PSY 409; SOC 360, SPED 340;
 INDST 237.
- E. Electives 6 sem. hrs.
- Total Required for Degree 125 sem. hrs.

MAJOR

B.S. Ed. in Early Childhood Education (Grades K-3)

- A. General Education Core 47 sem. hrs.
- B. Major 35 sem. hrs.
 EDUC 201, 331, 332, 409, 419, 432; PSY 303
 or 307, 309; READ 311.

- C. Related Areas 16 sem. hrs.
ART 225; ENG 319; MUS 313; PE 364; HLTH
370; SPED 460; SPROG 400.
- D. Electives 28 sem. hrs.
- Total Required for Degree 126 sem. hrs.

MAJOR

B.S. Ed. in Intermediate Education (Grades 4-9)

- A. General Education Core 47 sem. hrs.
- B. Major 32 sem. hrs.
EDUC 201, 335, 409, 410, 438; PSY 304 or
307, 309; READ 315.
- C. Related Areas 16 sem. hrs.
ART 225; ENG 319; MUS 314; PE 365; HLTH
371; SPED 460; SPROG 400.
- D. Electives 32 sem. hrs.
(used for concentrations)
- Total Required for Degree 127 sem. hrs.

MAJOR

B.S. in Reading Education

- A. General Education Core 47 sem. hrs.
- B. Major 31 sem. hrs.
READ 203, 207, 314, 460, 461, 475, 480, 491,
495 and (6) sem. Hrs. restricted electives
- C. Professional Education 32 sem. hrs.
EDUC 201, 409, 471; PSY 307, 308, 309;
READ 311, 315, 318 or 320.
- D. Related Areas 9 sem. hrs.
SPED 460; MUS 227; ENG 319; SPROG 400.
- E. Electives 6 sem. hrs.
- Total Required for Degree 125 sem. hrs.

MAJOR

B.S. in Psychology, General

- A. General Education Core 47 sem. hrs.
- B. Major 49 sem. hrs.
PSY 212, 213, 307, 308, 311, 312, 313, 316,
317, 407, 408, 409, 410, 420, 480, 490.
- C. Related Area 25 sem. hrs.
SOC 201, 204, 342, 360, 401 and (6) sem. hrs.
restricted electives, SPED 300/301.
- D. Electives 6 sem. hrs.
- Total Required for Degree 127 sem. hrs.

MINOR

Psychology

Required Courses:

PSY 212, 213, 307, 308, 311

Restricted Electives (6 semester hours)

Total Required for Minor 21 sem. hrs.

CONCENTRATIONS (For Intermediate Education Majors)

Media Education

Required Courses:

Media 301, 302, 400, 401, 402, 403.

Total Required for Concentration 16 sem. hrs.

Reading Education

Required Courses:

READ 203, 314, 316, 318 or 320, 460

Restricted Electives (4 semester hours)

Total Required for Concentration 18 sem. hrs.

Special Education/Mental Retardation

Required Courses:

SPED 200/201, 300, 330; EDUC 385/386

Restricted Electives (4 semester hours)

Total Required for Concentration 18 sem. hrs.

COURSE DESCRIPTIONS

EDUCATION

EDUC 000: EDUCATION LABORATORY (0) (formerly 60-000)

Opportunities for enrichment of learning experiences related to education.

EDUC 201: FOUNDATIONS OF EDUCATION (3) (formerly 60-201)

Survey of historical, philosophical, sociological, and psychological foundations of American education. Emphasis upon teaching as a profession. Required for teaching majors.

EDUC 313: SECONDARY SCHOOL (3) (formerly 60-313)

Study of historical, philosophical, sociological, and cultural developments in American secondary education, which includes study of secondary school curricula, organization, and administration. Also, study of individuals, commissions and councils, legislative and judicial proceedings which influenced the development of secondary education.

EDUC 331: FOUNDATIONS OF EARLY CHILDHOOD EDUCATION (K-3) (3) (formerly 60-331)

Introduction to field of early childhood education, with emphasis upon physical, mental, social and emotional development of the child in kindergarten and primary grades (1st semester.) Prerequisites: EDUC 201; PSY 212.

**EDUC 332: CURRICULUM AND ACTIVITIES OF EARLY CHILDHOOD
EDUCATION (K-3) (3) (formerly 60-332)**

Broad view of content, scope, sequence of early childhood education programs in the area of academic and social development (2nd semester.)
Prerequisites: EDUC 201; PSY 212.

**EDUC 335: FOUNDATIONS OF INTERMEDIATE EDUCATION
(formerly 60-335)**

Study of historical, social and cultural influences upon development of the concept of intermediate education and its organization, administration and curriculum in American schools. Study includes nature of students generally enrolled in grades 4-9 and learning theories as applied to their education.
Prerequisites: EDUC 201; PSY 212.

**EDUC 385: METHODS AND MATERIALS FOR TEACHING THE
MENTALLY HANDICAPPED (3) (formerly 61-485)**

Examines educational methodologies, guidelines, principles and strategies appropriate for the mentally handicapped. Includes discussions of appropriate goals and objectives, development of unit and daily lesson plans, development and use of contingency plans, agencies and organizations that provide service to the mentally handicapped, assessment of the mentally handicapped child strengths and weaknesses across developmental and content areas, and research having relevance to educational programming for the mentally handicapped. A practicum listing of minimum competencies is a significant component of this course. Prerequisites: SPED 330, 331, or consent of instructor.

EDUC 386: PRACTICUM (1)

Each professional course offered in special education includes a practicum experience. Each practicum provides students with an experience requiring comprehension, analysis, and application of knowledge and skills emanating from the particular course. Students will observe instructional programs located in public schools, residential schools, and sheltered workshops and special centers.

EDUC 400: EDUCATIONAL DISPLAYS (1)

Students learn how to create and effectively use bulletin boards, displays, and exhibitions. Prerequisite: Senior standing.

EDUC 401: WORD POWER (1)

Development of vocabulary skills, with practice activities in selected academic areas. (Latter to be determined by students in class.)

EDUC 402: LITERARY REVIEW WORKSHOP (1)

Intensive review of literary terms, genres, movements, facts. Designed to provide students with review experience in literature prior to test-taking.

EDUC 403: LEARNING CENTERS (1)

Concept, use, and construction of Learning Centers in the Language Arts/English classroom (K-12).

EDUC 404: ECONOMIC FOUNDATIONS (1)

Application of some of the basic concepts in economics to some of the current problems in our society, utilizing the theories of supply and demand, production, capitalism, inflation, and unemployment.

EDUC 406: ADOLESCENT DILEMMAS (1)

Enables prospective teachers to take a more intensive look at adolescents in our society, especially those who are experiencing particular dilemmas, such as insecurity, loneliness, rejection and fear of failure. This understanding will enable prospective teachers to develop empathy in working with and counseling adolescents.

EDUC 407: UNIT AND LESSON PLANNING (1)

Students will be involved in learning the basic format of good unit plans and lesson plans and the resource component. Practical experience gained through the actual development of these plans, related to the student's area of specialization.

EDUC 409: PHILOSOPHY OF EDUCATION (3) (formerly 60-409)

Critical analysis of historical and current philosophies of education, with emphasis upon implications for solutions to current educational problems. Prerequisites: EDUC 201; PSY 212.

EDUC 410: THE INTERMEDIATE SCHOOL: METHODS, MATERIALS AND OBSERVATIONS (4-9) (6) (formerly 60-410)

Integrated methods course designed to meet developmental needs of youth in various fields to be found in curriculum of intermediate school. Objectives, principles, practices of instruction, classroom techniques and procedures; selection and use of instruments for evaluating achievement and measuring growth. Study of traditional and new techniques and innovations, including unit planning, team teaching, and non-graded arrangements. Directed laboratory experiences in public schools. Prerequisite: EDUC 335.

EDUC 411: METHODS AND MATERIALS IN TEACHING BUSINESS SUBJECTS (3) (formerly 50-411)

Objectives, materials and methods of teaching business subjects in secondary schools. Emphasis on lesson planning, new classroom procedures and techniques, classroom management and tests. Use of audio-visual aids and professional laboratory experiences in high schools. Prerequisite: All required professional education courses completed, with a minimum grade of "C" in each.

EDUC 417: METHODS AND MATERIALS OF TEACHING THE SOCIAL SCIENCES (3) (formerly 60-417)

Study of techniques and materials in teaching social sciences in the contemporary secondary school. Evaluation of traditional and new practices. Directed laboratory experiences in the public school. Prerequisites: EDUC 201; PSY 212.

**EDUC 418: METHODS AND MATERIALS OF TEACHING
PHYSICAL SCIENCE (3) (formerly 60-418)**

Designed to assist students in developing some fundamental concepts, techniques and skills in teaching chemistry and physics at the secondary and junior levels. At completion of the course, students will have had a chance to examine from both philosophical and psychological viewpoints and utilize a variety of approaches in teaching Chemistry and Physics. Major focus on helping prospective teachers and in-service teachers to develop techniques and skills for involving students in every phase of the learning process. Prerequisite: Consent of the Physical Science Department Chairperson.

**EDUC 419: METHODS, MATERIALS, RESOURCES, AND
OBSERVATIONS IN EARLY CHILDHOOD EDUCATION (6)
(formerly 60-419)**

Integrated methods course designed to meet developmental needs of children during early school years (K-3). Objectives, principles, and practices of instruction; classroom techniques and procedures, selection and use of tools, construction and use of instruments for evaluating achievement and measuring growth. Practice in use of school system and community resources. Training in traditional and new techniques and innovations, including team teaching and non-graded arrangements. Directed experiences in University Laboratory School and public schools. Prerequisite: Consent of the Department Chairperson.

**EDUC 424: METHODS AND MATERIALS FOR TEACHING ART IN THE
ELEMENTARY SCHOOLS (3) (formerly 60-424)**

Centers on understanding of the relationship of art to the elementary school of curriculum and various means of correlating such facets of development. Concentration accorded to art education programming, methodology, philosophical trends, technical approaches; basic principles of art education and application to elementary education. Attention also given to practical observation and some practice teaching in area elementary schools at all levels. Prerequisite: Consent of the Art Department Chairperson.

**EDUC 425: METHODS AND MATERIALS FOR TEACHING ART IN THE
SECONDARY SCHOOLS (3) (formerly 60-425)**

Emphasizes realization of awareness of the inherent relationship of the secondary school curriculum and the broad realm of arts, and the expansive possibilities of correlating such phases of development. Enlightenment provided in art education programming, methodology, philosophical ideologies, technical means, theoretical principles of art education and correlation with secondary education. Consideration also accorded to practical observation and some practice teaching in area secondary school at all levels. Prerequisite: Consent of the Art Department Chairperson.

**EDUC 426: READING METHODS AND MATERIALS FOR TEACHING
OF LANGUAGE ARTS/ENGLISH (3) (formerly 60-426)**

Reading concepts, skills, activities, materials, aids, techniques and innovations studies in context of secondary school English/Language Arts program with special concern for adolescent learners and their needs. Observation and participation required in the Departmental Reading Program (to include assisting in the Reading Centers and the departmental testing program) and reading and English program in local high schools. Prerequisite: Consent of Instructor.

**EDUC 427: METHODS AND MATERIALS FOR TEACHING LANGUAGE
ARTS/ENGLISH (3) (formerly 60-427)**

The nature of language arts, their integration in a language arts/English program and implications for the adolescent learner are highlighted as the framework for the study of methods, materials, concepts, activities, and innovations in the teaching of listening, speaking, writing and literature. Emphasis on the unit approach, the laboratory method and the service responsibility of the language arts/English teacher (to include dramatics and school publication). Observation and participatory experiences in the departmental Reading/Writing/Speech Centers and in local high schools are required. Prerequisite: Consent of Instructor.

**EDUC 432: OBSERVATION AND SUPERVISED TEACHING IN EARLY
CHILDHOOD EDUCATION (K-3) (3) (formerly 60-432)**

Complete practicum experience, giving students opportunity to teach young children in actual classroom situations, under supervision, in approved elementary schools in a public school system. Prerequisite: Consent of Instructor.

**EDUC 438: OBSERVATION AND SUPERVISED TEACHING IN THE
INTERMEDIATE SCHOOL (4-9) (8) (formerly 60-438)**

Complete practicum experience, giving students opportunity to teach under supervision in actual classroom situations in intermediate schools in a public school system. Prerequisite: Consent of the Department Chairperson.

**EDUC 439: METHODS AND MATERIALS OF TEACHING MATHEMATICS
(3) (formerly 60-439)**

Systematic coverage of objectives, methods, and materials of teaching mathematics at the secondary school level, including pre-student teaching experiences in the public schools. Prerequisite: Consent of Instructor.

**EDUC 440: METHODS AND MATERIALS OF TEACHING PHYSICAL
EDUCATION (3) (formerly 81-474)**

Prerequisite to student teaching in physical education requiring all students to pass this course with a minimum average of "C". Objective is to provide the student with an understanding of the methods and techniques necessary to effectively teach physical education. Prerequisite: Consent of Instructor.

EDUC 449: METHODS AND MATERIALS OF TEACHING INDUSTRIAL ARTS (3) (formerly 60-499)

Methods and techniques of teaching Industrial Arts, including demonstrations, presentation of related materials, job analysis, lesson planning, course construction, testing, evaluation, and individualized instruction. Prerequisite: Consent of Instructor.

EDUC 462: OBSERVATION AND SUPERVISED TEACHING IN COMPREHENSIVE BUSINESS (8) (formerly 60-413)

Complete practicum experience which gives opportunity to teach supervision in actual classroom situations in a public school system.

EDUC 463: OBSERVATION AND SUPERVISED TEACHING IN BASIC BUSINESS (8) (formerly 60-413)

Complete practicum experience which gives opportunity to teach under supervision in actual classroom situations in a public school system. Prerequisite: Consent of Instructor.

EDUC 464: OBSERVATION AND SUPERVISED TEACHING IN MATHEMATICS (8)

Complete practicum experience giving secondary mathematics majors the opportunity to demonstrate, in actual classroom situations under supervision, their mastery of secondary mathematics, classroom control, expertise in human relations and those professional, personal, and social characteristics exemplified by the professional teachers.

EDUC 465: OBSERVATION AND SUPERVISED TEACHING IN INDUSTRIAL ARTS (8)

Complete practicum experience giving opportunity to teach under supervision in actual classroom situations in a public school system. Prerequisite: Consent of Instructor.

EDUC 466: OBSERVATION AND SUPERVISED TEACHING IN SOCIAL SCIENCES (8)

Complete practicum experience giving students opportunity to teach under supervision in actual classroom situations in a public school system. Prerequisite: Consent of the Department Chairperson.

EDUC 467: OBSERVATION AND SUPERVISED TEACHING IN LANGUAGES ARTS/ENGLISH (8)

Complete practicum experience giving secondary education major the opportunity to teach Language Arts/English in actual classroom situations under supervision, in a public school system.

EDUC 469: OBSERVATION AND SUPERVISED TEACHING IN ART (K-12) (8)

Complete practicum experience which gives the student the opportunity to teach under supervision in actual classroom situations in a public school system. Prerequisite: Consent of Instructor.

EDUC 470: OBSERVATION AND SUPERVISED TEACHING IN PHYSICAL EDUCATION AND HEALTH (K-12) (8)

Complete practicum experience giving students the opportunity to teach under supervision in actual classroom situations in a public school system. Prerequisite: Consent of Instructor.

EDUC 471: OBSERVATION AND SUPERVISED TEACHING IN READING EDUCATION (8)

Students will have observational and participatory experiences in educational and non-educational settings under direct supervision of the University program coordinator and the affiliated-agency coordinator.

EDUC 474: OBSERVATION AND SUPERVISED TEACHING IN PHYSICAL SCIENCES (8)

Complete practicum experience which gives the student the opportunity to teach under supervision in actual classroom situations in a public school system. Prerequisite: Consent of Instructor.

EDUC 473: OBSERVATION AND SUPERVISED TEACHING IN SPECIAL EDUCATION AND MENTAL RETARDATION (8)

Experience in teaching the mentally handicapped under the supervision and guidance of personnel certified in Mental Retardation. Observation of teaching methods and procedures, emphasizing individualized planning. The student teacher is provided an opportunity to take full teaching responsibility with daily evaluation and conferences. Prerequisite: Consent of the Department Chairperson.

MEDIA EDUCATION

MEDIA 101: UTILIZATION OF LIBRARY RESOURCES (1) (formerly 62-101)

Introduces Freshmen to the Library and its resources. Basic research tools introduced and skills developed in the use of these research materials.

MEDIA 301: INFORMATION SOURCES AND SERVICES (3) (formerly 62-301)

Types and functions of reference materials and service with emphasis on materials appropriate for the school media center; theory and purpose of bibliography as a form of access to information.

MEDIA 302: SELECTION AND USE OF MEDIA (3) (formerly 62-302)

Study and evaluation of broad subject areas of printed, filmed, and recorded materials suitable for school media collections; principles of selection; aids to selection. Prerequisite: MEDIA 301 or consent of Instructor.

MEDIA 341: SELECTION AND USE OF CURRICULUM MATERIALS (1) (formerly 62-341)

Practical methods of selection and utilization of curriculum materials for the purpose of motivating learning in the school environment.

MEDIA 400/401: ORGANIZATION OF MATERIALS AND INFORMATION (2/2)

Principles of descriptive cataloging and classification, subject analysis and their application in relation to the Dewey Decimal Classification system for books and audio-visual media.

MEDIA 402: MANAGEMENT OF THE SCHOOL MEDIA PROGRAM (3) (formerly 62-402)

Study of principles and practices of organization and administration in media programs. Included will be a study of the budget, records, reports, facilities, equipment, staff, standards and programs for maximum utilization of media.

MEDIA 403: EDUCATIONAL MEDIA (3) (formerly 62-403)

Basic course dealing with development of basic skills in selection, production, utilization, evaluation and integration of audio-visual communication media in the teaching-learning process. Hardware and software emphasized. For students and in-service teachers.

MEDIA 494: MEDIA INTERNSHIP (1-6) (formerly 62-494)

Supervised practice in an approved school media center of library. Prerequisite: Consent of the Department Chairperson.

MEDIA 495: PROBLEMS IN LIBRARY AND MEDIA SCIENCES (1-3) (formerly 62-495)

Individual and/or group study of specific problems in the library/media field for advanced undergraduate students of the Honors Program, in-service librarians/media coordinators and teachers.

READING EDUCATION

READ 203: PSYCHOLOGICAL FOUNDATIONS OF READING (3) (formerly 63-201 and 205)

Designed to examine current psychological concepts of learning to read, the reading process, historical foundations of reading, and motivation. Introductory reading education course.

READ 207: THE READING PROGRAM (3) (formerly 63-301)

Aspects of the school reading program from readiness through secondary school including diagnosis and remediation, consideration of organization, curriculum and materials. Prerequisite: READ 203.

READ 208: DEVELOPING SKILLS IN TEACHING READING (3)

Students will survey the eight skills pertinent to the reading curriculum. Methods developed for teaching these skills.

READ 311: TEACHING READING IN EARLY CHILDHOOD EDUCATION (3) (formerly 63-310)

Basic course in teaching of reading as a developmental process in the early elementary grades. Attention given to readiness, techniques, materials eval-

uation, diagnosis, and prescriptive teaching. Laboratory experiences required.

READ 314: DECODING READING SKILLS (2)

Development of phoneme-grapheme knowledge for reading instruction, methods used in various combinations to identify words, groups of letters, identification of words using knowledge of associations and sound blending techniques, word processing — attaching meaning to words through use of structural analysis, context clues, dictionary clues and word relationships.

**READ 315: TEACHING READING IN THE INTERMEDIATE GRADES (3)
(formerly 63-415)**

Basic course in the teaching of reading in grades 4-9; techniques, materials evaluation, diagnosis, and prescriptive teaching. Laboratory experiences required.

READ 316: TEACHING READING IN THE ELEMENTARY SCHOOL (3)

Deals with aspects of theory and practice requisite to systematic, sequential instruction in reading and study skills; provision for elementary school children's individual differences in reading abilities (developmental); practicum involving instruction of children in actual school settings under supervision. (Designed for students concentrating in reading education and in-service teachers from K through grade 8.) Prerequisite: READ 203 or consent of Instructor.

**READ 318: TEACHING READING IN THE SECONDARY SCHOOLS (3)
(formerly 63-418)**

Techniques and materials important to the development of appropriate reading skills needed by high school students; consideration of the development of student reading interests. Designed for Secondary Education Majors.

READ 320: TEACHING READING IN THE CONTENT AREAS (3)

Major professional course in reading which prepares special area teachers from K through grade 12 to use reading as an instructional tool. Covers the following areas: (1) understanding the reading process and how to incorporate reading skills along with teaching content; (2) techniques for assessing textual materials; (3) understanding scope and sequence of reading skills development, K through grade 12; (4) reading rate and study skills; (5) vocabulary development through word attack, the use of context clues, etc., (6) comprehension development. Course designed for special subject teachers grades K-12.

**READ 460: CLASSROOM DIAGNOSIS AND CORRECTION OF READING
DIFFICULTIES (3) (formerly 63-465)**

Principles, methods, and materials used in identification and diagnosis of reading difficulties; prescriptive teaching to correct difficulties, case study approach. Laboratory experiences required. Prerequisites: Consent of the Department Chairperson and Instructor.

READ 461: MULTI-LEVEL MATERIALS USED FOR READING INSTRUCTION (3)

Designed for students to examine some of the best commercially prepared products for developing reading skills. Instructional materials organized sequentially by general skills developed with a description of the components, specific skills developed, procedure for use, and for whom the program was intended. Prerequisites: READ 311, and consent of Instructor.

READ 475: READING AND RELATED AREAS: SPELLING AND MECHANICS OF WRITTEN EXPRESSION (3)

Provides a comprehensive examination of interrelationship between certain components of reading and spelling instruction and methods/materials available for this course. An additional feature is coverage given to punctuation and capitalization, both concerns of the writing curriculum as is spelling. Prerequisite: GE-103; or READ 311 and consent of Instructor.

READ 480: REMEDIAL AND CORRECTIVE READING (3)

Study and laboratory experience to develop competence in interpreting reading diagnostic test results, interviews, and case reports; selecting appropriate materials and procedures to meet specific reading needs; and designing and executing an appropriate remedial reading program for an individual or small group. Laboratory experiences required. Prerequisite: READ 460.

READ 491: SENIOR SEMINAR IN READING EDUCATION (3) (formerly 63-489)

Designed to assist students in conceptualizing all aspects of reading education from K-12; emphasis on implementing a reading program; investigation in depth of particular problems and/or topics. Prerequisite: Consent of the Department Chairperson and Instructor.

READ 495: RESEARCH, CURRENT TRENDS AND ISSUES IN READING EDUCATION (3) (formerly 63-490)

Critical analysis of research in reading education, current trends, and issues in reading instruction. Individual or group projects culminating in a research paper are required. Prerequisite: READ 207 or Equivalent.

SPECIAL EDUCATION-MENTAL RETARDATION

SPED 200: SURVEY OF EXCEPTIONAL CHILDREN AND YOUTH (3)

General survey of field of special education, emphasizing physical and intellectual characteristics, etiological factors and classifications of exceptionality, including study of educational and vocational potential, programming and assessment for various exceptionalities; mentally retarded, learning disabled, emotionally handicapped, speech impaired, hearing impaired, visually impaired, orthopedically handicapped, gifted and talented. Practicum will accompany the course. (This course is a prerequisite for all Special Education courses.)

SPED 201: PRACTICUM TO SPED 200 (1)

Each professional course offered in special education includes a practicum experience. Each practicum provides students with an experience requiring comprehension, analysis, and application of knowledge and skills emanating from the particular course. Students will observe instructional programs as those located in public schools, residential schools, sheltered workshops and special centers.

**SPED 300: PSYCHOLOGY OF EXCEPTIONAL CHILDREN AND YOUTH
(3) (formerly 61-319)**

Treats the socio-emotional condition of the child and adolescent who has a handicap. Course covers, but is not limited to, such topics as major defense mechanisms used by handicapped children and youth, instruments and procedures for assessing psychological status of exceptional individuals, varying schools of psychology and their corollary interpretations on the impact of a handicapped child, childhood personality disorders and manifestations of major adjustment problems of exceptional individuals. Minimum competencies are to be mastered by each student. Off-campus practicum is part of course. Prerequisites: SPED 200, 201.

SPED 301: PRACTICUM TO SPED 300 (1)

Each professional course offered in special education includes a practicum experience. Each practicum provides students with an experience requiring comprehension, analysis, and application of knowledge and skills emanating from the particular course. Students will observe instructional programs as those located in public schools, residential schools, sheltered workshops and special centers.

SPED 316: JUNIOR SEMINAR (1)

Junior special education seminar serves as a formal avenue for special education majors and faculty to interact regularly and deal extensively with particular topics, concerns and issues that reflect contemporary and classical thought pertinent to special education.

SPED 317: BASIC PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS (3)

Introduction to basic principles of behavior as applied to remedial and corrective teaching of pupils with special needs. Emphasis upon basic behavioral change procedures related to education of handicapped pupils.

SPED 320: INTRODUCTION TO YOUNG EXCEPTIONAL CHILDREN (2)

Presents a description of assessments, etiology, symptoms, and treatment strategies pertinent to various physical, social, emotional, mental, and other handicapping conditions afflicting the young child; also included are reviews of research in education, and other related areas that have pertinence to the young child with a handicapping condition. Accompanying course will be practical activities permitting students to become involved in "analysis and application" experiences. Course has specified a minimum listing of competencies to be mastered by each student. Prerequisite: SPED 200 or consent of Instructor.

SPED 325: TESTS AND MEASUREMENTS IN SPECIAL EDUCATION (3)

Academic and social assessment of pupils with special needs. In-depth study and practice in administering and interpreting both formal and informal diagnostic assessment and observational techniques.

SPED 330: INTRODUCTION TO MENTAL RETARDATION (3)

Emphasizes psychological, medical, sociological aspects of Mental Retardation, including etiology, characteristics and classifications, diagnostic and learning procedures. Observational experiences offered to support information and realization of social impact mental retardation. Prerequisites: SPED 300, 301 and consent of Instructor.

SPED 331: PRACTICUM TO SPED 330 (1)

Each professional course offered in special education includes a practicum experience. Each practicum provides students with an experience requiring comprehension, analysis, and application of knowledge and skills emanating from the particular course. Students will observe instructional programs as those located in public schools, residential schools, sheltered workshops and special centers.

**SPED 338: EDUCATIONAL ACTIVITIES FOR THE TRAINABLE
MENTALLY HANDICAPPED (2)**

Emphasizes guidelines and principles governing development and use of curricular materials; teaching of self-help and social learning skills. Prerequisites: SPED 330, 331 and consent of Instructor.

**SPED 340: INTRODUCTION TO LEARNING DISABILITIES (3)
(formerly 63-482)**

Treats the various types of learning disabilities and their etiologies, along with the characteristics and symptoms of each type of learning disability, introduces instructional strategies applicable to the range of learning disabilities and assessment instruments and procedures that can provide useful program development data. Prerequisites: SPED 200, 201, or consent of Instructor.

SPED 410: MUSIC AND ART FOR THE HANDICAPPED (2)

Presents the contributions (techniques, strategies, etc.) music and art have to offer in overall growth and development of children, adolescents, and adults who have handicaps. Prerequisites: MUS 227; SPED 200, 201, or consent of Instructor.

SPED 415: LAW AND THE CLASSROOM TEACHER (2)

Concentrates on introducing students to legal responsibilities and rights of (1) public and private school instructional and administrative personnel; (2) students; and (3) parents and the community at-large. Course also looks at legislative bases for special education and reviews specific legislation and court cases. A listing of minimum competencies for successful completion of the course has been identified and listed in the course syllabus. Corollary practicum is arranged for all students. Prerequisite: SPED 200 or consent of Instructor.

SPED 430: INDEPENDENT STUDY IN MENTAL RETARDATION (1-3)

Individualized study assignments, such as research papers and development of instructional materials of pertinence to mental retardation conducted by students under the supervision of designated faculty persons. Prerequisites: SPED 200, 201 and consent of Instructor.

SPED 460: TEACHING THE HANDICAPPED IN THE REGULAR CLASSROOM (2)

Introduction to classifications, characteristics, etiological factors of various handicapping conditions; emphasizing the mentally handicapped, learning disabled, and emotionally disturbed. Guidelines for the potential "regular classroom" teacher in detecting, understanding and teaching the handicapped. Discussion of general educational methods and materials and their adaptability and specific educational strategies. Prerequisite: Teacher education majors who have completed all of their professional education sequences except Methods and Student Teaching.

**SPED 483: TEACHING THE MENTALLY HANDICAPPED PUPIL (3)
(formerly 64-483)**

Emphasis on methods, curriculum, and materials for providing systematic instruction to mentally handicapped learners. Encompasses methodology for academic and social skills to the mentally retarded, ages 2-21 and includes clinical experience. Prerequisite: Consent of Instructor. (Discontinued, October, 1979)

PSYCHOLOGY**PSYCH 000: PSYCHOLOGY LABORATORY (0) (formerly 61-000)**

Opportunities for enrichment of learning experiences related to psychology.

PSYCH 212. GENERAL PSYCHOLOGY (3) (formerly 61-212)

Introductory course dealing with understanding the scientific methods and their application to the study of basic concepts of human behavior. Topics include motivation, emotions, sensory processes, perception, thinking, learning, and personality.

**PSYCH 213: SCIENTIFIC METHOD IN PSYCHOLOGY (3)
(formerly 61-213)**

Studies scientific methods and techniques, psychological investigation and the basic concepts of behavioral statistics, and their application to behavior analysis and experimentation. Prerequisites: PSYCH 212, GE 112.

**PSYCH 303: PSYCHOLOGY OF EARLY CHILDHOOD DEVELOPMENT (3)
(formerly 61-303)**

Intensive study of growth and development of young children and factors influencing physical, mental, social, and emotional developmental techniques of guiding young children. Direct experiences in the University Laboratory School for students preparing to work with children in nursery schools, kindergarten, and grades 1-3. Prerequisite: PSYCH 212.

PSYCH 304: PSYCHOLOGY OF PRE-ADOLESCENT AND EARLY ADOLESCENT DEVELOPMENT (3) (formerly 61-304)

Study of physical, mental, social, and emotional growth and development during pre-adolescence and early adolescence. Emphasis upon problems of social and educational adjustment. For students preparing to teach in intermediate schools. Prerequisite: PSYCH 212.

PSYCH 307: PSYCHOLOGY OF CHILD DEVELOPMENT (3) (formerly 61-307)

Process of psychological development from conception to adolescence; factors influencing development; modification of behavior in the course of maturation and learning. Prerequisite: PSYCH 212.

PSYCH 308: PSYCHOLOGY OF ADOLESCENT DEVELOPMENT (3) (formerly 61-308)

Objective study of physical, mental, social and emotional development of the adolescent. Factors influencing adolescent socialization and major adjustment problems of adolescence. Prerequisite: PSYCH 212.

PSYCH 309: EDUCATIONAL PSYCHOLOGY (3) (formerly 61-309)

Application of psychological principles and concepts to the teaching and learning process. Acquaints students with general theories of behavior, contemporary theories of learning and their implications for education. Emphasis on motivation, attitudes, skills, and ideas. Assessment of readiness; evaluation of progress. Prerequisite: PSYCH 212.

PSYCH 310: PSYCHOLOGY OF LEARNING (3) (formerly 61-310)

Study of fundamental concepts, principles, conditions of animal and human learning and related experimental evidence. Provides a general framework for understanding what learning is and how it takes place. Current theories and issues are examined. Some laboratory experience provided. Prerequisite: PSYCH 213.

PSYCH 311: PSYCHOLOGICAL TESTS AND MEASUREMENTS (3) (formerly 61-311)

Surveys the field of psychological tests with attention to the measures of intelligence, attitude, personality, and interest. Test construction, validation, and standardization considered. Laboratory experiences include the administration, scoring, and interpretation of tests and the use of test results. Prerequisite: PSYCH 213.

PSYCH 312: PSYCHOLOGY OF PERSONALITY (3) (formerly 61-312)

Study of basic facts concerning the structure, organization, and adjustmental mechanism of personality. Examines development of the normal personality with emphasis on principal factors controlling human behavior. Historical and contemporary theories are considered. Prerequisite: PSYCH 212.

PSYCH 313: PHYSIOLOGICAL PSYCHOLOGY (3) (formerly 61-313)

Study of anatomical and physiological bases of behavior. Emphasis on function of nervous, sensory, motor, and endocrine systems in motivation, emotion, perception, and learning. Prerequisites: PSYCH 213; BIOL 141.

PSYCH 316: ABNORMAL PSYCHOLOGY (3)

Systematic appraisal of the development of human deviant behavior, including an examination of the formation of deviancy and current diagnostic procedure. Prerequisites: PSYCH 212.

PSYCH 317: PSYCHOLOGICAL STATISTICS (3)

Descriptive statistics, including measures of central tendency, variability and correlation. Probability, with emphasis on sampling distributions as used for prediction and hypothesis testing. Prerequisite: PSYCH 213.

PSYCH 320: EXPERIMENTAL PSYCHOLOGY (3)

Methods of experimentation, including problems of experimental control and data evaluation. Prerequisites: PSYCH 212, 213.

PSYCH 406: PRINCIPLES OF GUIDANCE (3) (formerly 61-406)

Introductory course designed to give an overview of the organization, administration, and operation of guidance service in the elementary and secondary schools. Prerequisites: EDUC 201; PSYCH 212.

PSYCH 407: COMMUNITY PSYCHOLOGY (3)

Comprehensive survey of the community selected and/or general, as a functioning entity. Emphasis on mental health problems, life stresses, prejudice and ethnicity. Application of psychological processes to overall community interaction. Prerequisites: PSYCH 212, SOC 201.

PSYCH 408: PRACTICUM TO PSYCH 407 (1)

Provides the student with practical application in the area of community psychology, particularly an integration into existing community facilities such as the mental health center, public schools, prison unit, business and industry and bureau of juvenile research.

PSYCH 409: MENTAL HYGIENE (3) (formerly 61-409)

Introductory study of dynamics of human relationships in the home, school and community. Special consideration of meaning in adjustment, frustration, and conflict. Emotional security and personality development. Implications for school administration, curriculum, teaching and counseling. Prerequisite: PSYCH 309.

PSYCH 410: INDUSTRIAL PSYCHOLOGY (3)

Application of psychological principles to the internal structure and the problems of business and industry. Emphasis on a comprehensive treatment of management-labor relations; job analysis, job specifications, employee interaction, moral evaluation and improvement, and integrative industrial promotion through adaptive psychological procedures. Prerequisite: PSYCH 212.

PSYCH 420: COUNSELING PRINCIPLES AND PRACTICES (3)
(formerly 61-410)

Interpretive introduction to current counseling theories and expanded treating practices. Students provided with perceptual frame work for implementing representative approaches in the various counseling settings. Emphasis on meeting counselee needs through maximizing personal and academic development through the counseling process. Prerequisite: PSYCH 406.

PSYCH 480: INTERNSHIP IN PSYCHOLOGY (6) (formerly 61-420)

Accepted psychology students will spend thirty (30) hours in laboratory/field experience under the joint supervision of a field supervisor and a University instructor. Emphasis on application of concepts and principles from related course to applied situations in the field.

PSYCH 490: SENIOR SEMINAR IN PSYCHOLOGY (1-3)

Involves exploration of psychological concepts and issues through research projects. Individual reports of findings and defense of results required. Designed for students who have completed sequence of major courses. Prerequisites: EDUC 201; PSYCH 212, or consent of Instructor.

DEPARTMENT OF GEOSCIENCES

Elizabeth City State University provides modern curricula in Geology, Geography, Environmental Science and Environmental Education. Modern teaching facilities and new well-equipped laboratories have been made possible by a generous grant from the National Science Foundation. These laboratories are used for the study of various aspects of geology and environmental science. Among equipment items are Atomic Absorption Instrument, Gas Chromatograph, Fluorimeter, Spectrophotometer, Bacteriological research equipment and collections of rocks, minerals and fossils for geological work.

The major in Geology leading to a Bachelor of Science degree is designed to prepare students to go directly into employment or into graduate school.

The course in Summer Geology Camp involves students in a travel learning experience in Arizona, Colorado and Utah. The course is designed for Seniors.

Minor programs are offered in Geology, Geography, and Environmental Science. The minors are designed to strengthen majors in areas which relate to them, including Social Sciences, Chemistry, Biology, Industrial Arts and Geology. A concentration in Environmental Education is aimed specifically at Intermediate Education Majors. It is an out-growth of a critical need for teachers with a background in environmental subjects. One course, Environmental Education for Teachers, fulfills a need which teachers at all levels have

for a basic knowledge of environmental issues and teaching methodology.

MAJOR

B.S. In Geology

- A. General Education Core 47 sem. hrs.
- B. Major 45 sem. hrs.
 GEOL. 142, 143, 241, 242, 331, 341, 342, 344,
 440, 441, 442, 444, 446.
- C. Related Areas 20 sem. hrs.
 CHEM. 101, 102; GEOG. 201, 221; CMPSC.
 101, 102.
- D. Electives 14 sem. hrs.
- Total Required for Degree 126 sem. hrs.

MINOR

Geology

Required Courses:

The Minor in Geology is open to all non-geology majors.

GEOL. 142, 143, 331, 341, 440.

Total Required for Minor 17 sem. hrs.

Environmental Science

Required Courses:

ENVSC. 101, 316, 431, 499; GEOL 142.

Total Required for Minor 16 sem. hrs.

Geography

Required Courses:

GEOG. 201, 205, 308,,; GEOL.331.

Electives: Choose one course from GEOL. 203,
204, 221, 307, 406, or GEOL. 142

Total Required for Minor 15 sem. hrs.

CONCENTRATION

Environmental Education for Intermediate Education

Required Courses:

ENVSC. 311, 312, 313, 316; GEOL. 142.

Total Required for Concentration 16 sem. hrs.

COURSE DESCRIPTIONS

ENVIRONMENTAL SCIENCE AND EDUCATION

ENVSC. 101: GENERAL ENVIRONMENTAL SCIENCE (3)

(formerly 34-101)

Critical examination of population, resources, and environment as they relate to the well-being of man. Comprehensive analysis and evaluation of environmental issues in terms of present and future generations of the world.

ENVSC. 300: ENVIRONMENTAL EDUCATION FOR TEACHERS (3)

Condensation of most important aspects of the three environmental education courses, Phase I, II, and III. Lecture, discussion, and audio-visual tutorial modules utilized to prepare students concerning environmental issues facing the nation, state, and local community. Study of environmental rules, regulations and limitations will make up an important part of course. Inventory of natural, social and economic environmental factors will be included. Students will be taught to develop their own audio-visual tutorial modules.

ENVSC. 301: SEMINAR IN COMPUTER APPLICATION TO

ENVIRONMENTAL PROBLEMS (3) (formerly 34-301)

Seminar will be oriented to student research. Each student group will investigate a problem relating to social, biological, or physical environment in the surrounding area and conduct quantitative analysis into the problem with the assistance of a computer.

ENVSC. 311: ENVIRONMENTAL EDUCATION, PHASE I (3)

(formerly 34-311)

Foundations of environmental education. Survey of environmental information, particularly in terms of individual need. Use of audio-visual modules.

ENVSC. 312: ENVIRONMENTAL EDUCATION, PHASE II (3)

(formerly 34-312)

Local inventory of natural and social environment. Investigations and analytical procedures used in problem identification and solution. Students develop their own environmental education modules using various audio-visual techniques. Report of investigation and modules required. Prerequisite: ENVSC. 101 or 311.

ENVSC. 313: ENVIRONMENTAL EDUCATION, PHASE III (3)

(formerly 34-313)

Establishing goals and sharing knowledge with the community and public schools. Group analysis of environmental problems. Paraprofessional roles and in-service courses. Prerequisite: ENVSC. 312.

ENVSC. 314: ENVIRONMENTAL NATIONAL ENCOUNTER (6)

(formerly 34-314)

Summer course designed to acquaint students with wide spectrum of environmental education concerns, including natural environments, technological problems, natural and man-made pollution, endangered species, life

styles, and other related areas. Course included travel to various parts of the USA. Prerequisites: Consent of instructor and Department

ENVSC. 316: ENVIRONMENTAL IMPACT EVALUATION (3)

Includes lectures and site visitations. Principles and methods of land use. Introduction to environmental and regulatory constraints and code requirements of EPA, OSHA, and other federal, state, and local agencies. Preparation of environmental impact statements in response to regulatory procedures. Course is a requirement for Environmental Science Minor and Environmental Education Concentration.

ENVSC. 431: SEMINAR IN ENVIRONMENTAL SCIENCE (2)
(formerly 34-431)

Group analysis of problems and issues which confront the environmentalist. It is expected that the seminar will be multidisciplinary and attended by instructors most concerned with the issues. Prerequisite: Consent of Instructor.

ENVSC. 499: RESEARCH IN ENVIRONMENTAL SCIENCE (4)
(formerly 34-499)

The student must select a significant local environmental problem, design the investigation, research the problem in the field, in the library, and in the laboratory as called for, and submit a written report of investigation. Prerequisite: Consent of Instructor.

GEOLOGY

GE-157: GEOLOGICAL SCIENCE SURVEY (3)

Introductory survey of physical and historical aspects of earth. Included are internal and external processes which account for physical world, evolutionary and environmental development of the earth through geologic time. Lecture, two hours; laboratory, two hours.

GEOL 110: MINERALS AND ROCKS (3)

Classification, description, origin and occurrence of minerals and rocks. Attention given to collecting and handling the more popular minerals and rocks including gem minerals and ornamental rocks.

GEOL 142: PHYSICAL GEOLOGY (4) (formerly 35-142)

Introduction to physical aspects of the earth and to factors responsible for shaping the earth, including internal and external forces. Laboratory includes techniques of identifying minerals and rocks, map interpretation, and field trips. Lecture, three hours; laboratory two hours.

GEOL 143: HISTORICAL GEOLOGY (4) (formerly 35-143)

Evolution and environmental significance of principal fossil, animal, and plant groups. Development of the earth's crust and an account of physical and biological environments of the past. Lecture, three hours; laboratory, two hours. Prerequisite: GEOL 142 or 139.

GEOL 241: STRATIGRAPHY AND SEDIMENTATION (3) (formerly 35-241)

Analysis of sedimentary rocks and sedimentation, and interpretation in terms of depositional environments. Classification, description, geochemistry, and origin of sedimentary rocks. Lecture, two hours; laboratory, two hours. Prerequisite: GEOL 142 or 143.

GEOL 242: PALEONTOLOGY (3) (formerly 35-242)

Morphology and classification of major invertebrate groups of fossils and their use in correlating and identifying paleoclimates and paleogeography. Principles of paleontology and evolution. Lecture, two hours; laboratory, two hours. Prerequisite: GEOL 143.

GEOL 331: AERIAL PHOTO INTERPRETATION (3) (formerly 35-331)

Methods and techniques used in gathering geological, environmental, physical, and political information from aerial photographs. Laboratory, two hours; lecture, two hours. Prerequisite: GEOL 142

GEOL 341: MINERALOGY (3) (formerly 35-341)

Physical and chemical characteristics and crystal chemistry of minerals and their use and occurrence. Lecture, two hours; laboratory, two hours. Prerequisite: GEOL 142.

GEOL 342: OPTICAL MINERALOGY (3) (formerly 35-342)

Identification of minerals with the polarizing microscope utilizing optical properties of minerals including index of refraction and birefringence; isotropic, uniaxial, and biaxial character. Lecture, two hours; laboratory, three hours. Prerequisite: GEOL 342.

GEOL 344: HYDROGEOLOGY (3) (formerly 35-344)

Sources, occurrence, movement, quality and recovery of surface and sub-surface water. Field investigations of water reservoirs and rock properties which regulate flow of water. Prerequisite: GEOL 142.

GEOL 395: INDIVIDUAL STUDY IN GEOLOGY (1-3)

Designed to allow students to pursue a study of an area of interest in Geology which is not covered or only touched upon by the courses offered. Students will carry out reading assignments and participate in discussions with the instructor. Prerequisite: Consent of the Department Chairperson.

GEOL 440: STRUCTURAL GEOLOGY (3) (formerly 35-440)

Analysis of earth's structure including folds, faults, joints, cleavage, and primary crystal structures. Structure of mountain systems and theories of mountain building and plate tectonics. Lecture, three hours. Prerequisite: GEOL 143.

GEOL 441: PETROLOGY (4) (formerly 35-441)

Fundamentals of rock classification and identification. Microscopic study of rocks in thin sections and evaluation of their minerals, structures, and textures in relation to their origin. Lecture, three hours; laboratory, three hours. Prerequisite: GEOL 342.

GEOL 442: ECONOMIC GEOLOGY (3) (formerly 35-442)

Structure, mineralogy, and petrology of metal and non-metal ore deposits. Field methods of prospecting, evaluating, and recovering ore minerals and rocks. Lecture, three hours. Prerequisites: GEOL 444, 440.

GEOL 444: FIELD GEOLOGY (3) (formerly 35-444)

Student will investigate an assigned area geologically and write a report on stratigraphy, structure, petrology and resources of that area including water. Prerequisites: GEOL 241, 440, 441.

GEOL 446: SUMMER GEOLOGY CAMP (6)

Involves travel-study from Elizabeth City to southeast Utah and two weeks intensive field study in Utah. Students will visit famous geological areas, map geological sections, and investigate outstanding examples of geological field problems. Prerequisites: GEOL 241, 341, and consent of instructor.

GEOL 499: RESEARCH IN GEOLOGY (1-3)

Inquiry into a geological problem. Student must design the investigation, research the problem in the field, in the library, and in the laboratory as called for, and submit a written report of research. Open to advanced Geology Majors with permission of the instructor.

GEOGRAPHY

GEOG 201: PRINCIPLES OF GEOGRAPHY (3) (formerly 44-201)

Elements of the natural environment, characteristics, distribution, and relation to population. Cultural, economic, and social development of man. Relation of geography to physical and social sciences.

GEOG 203: GEOGRAPHY OF AFRICA (3) (formerly 44-203)

Description and analysis of cultural landscapes of Africa. Physical and human geography of African regions and countries, and the identity of African people within their socio-economic and biophysical environments. Prerequisite: GEOG 201.

GEOG 204: GEOGRAPHY OF THE UNITED STATES AND CANADA (3) (formerly 44-204)

Study and analysis of correlation of natural resources and other environmental factors with cultural, economic, and social developments in the United States and Canada. Prerequisite: GEOG 201.

GEOG 205: WORLD REGIONAL GEOGRAPHY (3) (formerly 44-205)

Relationship of man to his environment for the major regions of the world. Analysis of selected representative countries of these regions so as to assist students in development of concepts, ideas, and an awareness about the natural and cultural conditions of the world. Designed to help students develop an understanding of the people and social problems of other countries. Prerequisite: GEOG 201.

GEOG 221: CARTOGRAPHY (3)

Planning and construction of general and thematic maps for use in communicating the spatial relations of geographic and geologic information. Course covers projections; the national grid system; use of colors, symbols, and graphic design; computer printouts of data collection, and aerial photo and remote sensed mapping.

GEOG 307: RECREATIONAL LAND USE PLANNING (3)

Analysis of the role of recreation in our society today and in the future. Agencies and organizations involved in out-door recreation, and their role in meeting needs of the public. Planning and evaluation of out-door recreational areas.

GEOG 308: WEATHER AND CLIMATE (3)

Elements and principles of meteorology involved in an understanding of our daily weather. Regional study of the world's climate controls and the relation between these factors and activities of man. Prerequisite: GEOG 201.

GEOG 403: GEOGRAPHY OF MANKIND (3)

Migration directions and influence of spatial geography in social and cultural behavior. World patterns, regional barriers, and their interrelation with other geographic phenomena. Relationship between man and environment through time and space. Processes which have transformed natural landscapes into cultural landscapes. Prerequisite: GEOG 201.

GEOG 406: GEOGRAPHY OF RUSSIA (3)

Regional study of political, cultural, and physical aspects of the Union of Soviet Socialist Republics, including its people, agriculture, industry, and natural environments. Prerequisite: GEOG 201.

DEPARTMENT OF INDUSTRIAL ARTS AND TECHNOLOGY

The Department of Industrial Arts and Technology offers courses leading Bachelor of Science Degrees in Industrial Arts Education and in Industrial Technology.

Industrial Arts Education.

The curriculum prepares individuals to teach Industrial Arts in elementary, junior, and senior high schools. The curriculum is a blend of the modern technology and industry focus, yet retains an adequate amount of manipulative activity.

The program provides excellent technical and professional background in the most modern laboratories and classrooms.

Students completing the Bachelor of Science degree in Industrial Arts Education are qualified to apply for appropriate teaching certificates issued by the North Carolina Department of Public Instruction and by other states.

Nationally, there is a shortage of Industrial Arts teachers; therefore, the opportunities for employment are excellent.

Industrial Technology

The curriculum prepares individuals as industrial technologists for professional responsibilities in the technical management phase of industry. The curriculum focuses on the study of technology systems and their application into integrated components. Study in the area of business management affords students opportunities for advancement in managerial and supervisory positions of industry and government.

The program provides excellent technical and professional background in the most modern laboratories and classrooms.

Graduates of the ECSU Industrial Technology program have been among the most sought-after alumni in recent years and are holding responsible positions with competitive salaries.

MAJOR

B.S. in Industrial Arts Education

- A. General Education Core 45 sem. hrs.
- B. Major 51 sem. hrs.
 - INDST 101, 236, 355, 440, 450, 452, 454;
 - TECH 102, 105, 106, 201, 202, 206,
 - 301, 302, 349, 350, 352, 353.
- C. Professional Education 29 sem. hrs.
 - EDUC 201, 308, 309, 313, 449, 465; READ 318;
 - SPROG 400; SPED 460.
- D. Electives 6 sem. hrs.
- Total Required for Degree 131 sem. hrs.

MAJOR

B.S. in Industrial Technology

- A. General Education Core 47 sem. hrs.
 - (CHEM 101; PHYS 181; MATH 109, 110 are
 - special General Education requirements for
 - Industrial Technology majors.)
- B. Major 50 sem. hrs.
 - TECH 102, 105, 106, 150, 201, 205, 206, 301,
 - 309, 350, 352, 353, 354, 401, 402,
 - 403, or 458, 453, 457, 460.
- C. Related Areas 22 sem. hrs.
 - PHYS 182; CMPSC 101; MATH 201; ENGL
 - 401; BUS 221, 442; ACCTG 215.
- D. Technical Electives 9 sem. hrs.
- Total Required for Degree 128 sem. hrs.

COURSE DESCRIPTIONS

INDUSTRIAL ARTS

INDST 101: INTRODUCTION TO INDUSTRIAL ARTS (2) (formerly 90-101)

Survey of historical development and philosophical background and philosophical background of industrial arts education.

INDST 236: INDUSTRIAL ARTS DESIGN (3) (formerly 90-236)

Survey of activities involving designs of industrial products.

INDST 237: INDUSTRIAL ARTS CRAFTS (3) (formerly 90-237)

Designed to develop a vocational skill in various crafts.

INDST 355: GRAPHIC ARTS TECHNOLOGY I (3) (formerly 90-355)

Fundamentals of hand composition, lithography, block printings, silk screen processes, photography, photo offset, planographic plate making, and photography finishing.

INDST 356: GRAPHIC ARTS TECHNOLOGY II (3) (formerly 90-356)

Continuation of INDST 355. Advanced study in graphic arts. Prerequisite: INDST 355.

INDST 360: INDUSTRIAL SAFETY (3)

An evaluation, appraisal and analysis of safety performance, source and causes of accidents in an industrial environment. Content includes: plant housekeeping, material handling, fundamentals of machine guarding, and promotion of safety practices.

INDST 427: INDUSTRIAL ARTS FOR ELEMENTARY TEACHERS (3) (formerly 90-427)

Provides teachers and prospective teachers of grades K-6 with an awareness of the influence of technology upon everyday life; knowledge of technological development and process; and the development of basic manipulative skills.

INDST 428: CAREER EDUCATION FOR ELEMENTARY TEACHERS (3) (formerly 90-428)

Techniques and principles involved with teaching Career Education in elementary schools.

INDST 440: MANUFACTURING (3)

Introduction to contemporary Industrial Arts strategies of teaching how products are produced and distributed. Content includes: introduction to management, personnel and production techniques characteristic of manufacturing industries.

INDST 450: INDUSTRIAL CERAMICS I (3) (formerly 90-450)

Introductory study of the ceramics industry involving design, methods, materials production and application.

INDST 451: INDUSTRIAL CERAMICS II (3) (formerly 90-451)

Continuation of INDST 450 with emphasis on advanced techniques. Prerequisite: INDST 450.

INDST 452: EXPERIMENTATION IN INDUSTRIAL MATERIALS (2)
(formerly 90-452)

Examination of how materials are integrated for product development through research marketing, manufacturing and engineering.

INDST 454: LABORATORY PLANNING AND MANAGEMENT (3)
(formerly 90-454)

Study of planning, equipping, laying out and managing industrial education facilities.

INDST 464: INDEPENDENT STUDY IN INDUSTRIAL ARTS (1-6)
(formerly 90-464)

Students will be able to broaden their experiences and obtain credit in various industrial arts content areas through individual assignments.

INDUSTRIAL TECHNOLOGY

TECH 102: SERVICING INDUSTRIAL PRODUCTS (2) (formerly 90-102)

Practical experiences in maintaining various types of tools, machines, equipment; activities include: inspection, disassembling and reassembling, repairing, sharpening, and alignment of industrial equipment.

TECH 105: ENGINEERING GRAPHICS I (2) (formerly 90-105)

Major experiences in graphical representation of mechanical parts. Emphasis on the use of instruments, lettering, dimensioning, sketching and orthographic projection.

TECH 106: ENGINEERING GRAPHICS II (2) (formerly 90-106)

Continuation of TECH 105. Emphasis on detail drawing, map drawing, drawing of structures, charts, graphs and diagrams. Prerequisite: TECH 105.

TECH 150: INTRODUCTION TO INDUSTRIAL TECHNOLOGY (2)
(formerly 91-150)

Introduction to the roles of technologist in society. Includes survey of strength of materials, production processes, principles of management, power system, and electronics used in industry.

TECH 201: WOOD TECHNOLOGY (3) (formerly 91-201)

Basic study of materials, processes, occupations, and problems as related to the woodworking industry. Activities include the use of hand tools, introduction to machine tools, construction, finishing and distribution.

TECH 202: WOOD TECHNOLOGY II (3) (formerly 91-202)

Continuation of TECH 201. Emphasis on machine tool operation and advanced woodworking techniques.

TECH 205: SHEET METAL DIE DESIGN (2) (formerly 91-205)

Study of techniques and procedures for drawing sheet metal products with major consideration given to the theory of cutting sheet metal. Emphasis on die design techniques and mathematical analysis of die components for producing sheet metal products.

TECH 211: ALTERNATE ENERGY CONCEPTS (3)

Introductory course covering the broad field of alternate energy, including some already-established innovative approaches to energy utilization and power production. Content deals with solar energy principles, thermal power including geothermal, and synthetic fields.

TECH 301: METALS TECHNOLOGY I (3) (formerly 91-301)

Major experience in metal work, including art metal, forging, foundry, welding, ornamental ironwork, sheet metal, and metal spinning.

TECH 302: METAL TECHNOLOGY II (3) (formerly 91-302)

Study of major machine tools in industry dealing with the machining of ferrous and nonferrous metals.

TECH 307: PACKAGING TECHNOLOGY (3) (formerly 91-307)

Study of how products are enclosed for marketing and distribution.

TECH 309: FLUIDS TECHNOLOGY (3) (formerly 91-309)

Study of fluids and their characteristics in static and dynamic conditions with application to fluid power systems and their application and adaptation to specific industrial problems of manufacture and consumer equipment.

TECH 348: ADVANCED WOOD TECHNOLOGY (3) (formerly 91-348)

Continuation of study of the woodwork industry. Emphasis on machine processes, mass production, advanced furniture design, layout and construction.

TECH 349: CONSTRUCTION TECHNOLOGY (3) (formerly 91-349)

Fundamentals of general carpentry and building construction.

TECH 350: POWER TECHNOLOGY I (3) (formerly 91-350)

Study of power as a prime mover of technology. Emphasis on theory and application of internal combustion engines, steam engine principles, fluids, fluidics and pneumatics.

TECH 351: POWER TECHNOLOGY II (3) (formerly 91-351)

Continuation of TECH 350 with emphasis on advanced principles and application of mechanical energy. Prerequisite: TECH 350.

TECH 352: INTRODUCTION TO ELECTRICITY (3) (formerly 91-352)

Fundamentals of electrical principles and techniques involved in direct and alternating currents and their uses.

TECH 353: INTRODUCTION TO ELECTRONICS (3) (formerly 91-353)

Fundamentals of thermionic emission, power supplies, detectors, amplifiers, oscillators, and associated circuits applied to transistors and photoelectric cells.

TECH 354: MOTION AND TIME ANALYSIS (3) (formerly 91-354)

Study of work measurement. Emphasis on analysis and measurement of human time, machine time and various methods of performing task.

**TECH 358: PRODUCTION ENGINEERING TECHNOLOGY (3)
(FORMERLY 91-358)**

Study of how things are made under restraints of cost, time, and specification. Content includes: nature of production, production processes, signifi-

cance of material for manufacturing, function of tooling and principles of production machines.

TECH 401: INDUSTRIAL PLANT MANAGEMENT (3) (formerly 91-401)

Designed to acquaint students with the spectrum of industrial management. Content includes: organization, economics, optimum use of capital and management of operations.

TECH 402: MECHANICS OF MATERIALS (2) (formerly 91-402)

Study of techniques for determining stresses in beams, shafts, columns, combined stresses, tension, compressions, shear, and torsion.

TECH 403: MANUFACTURING PROCESSES (3) (formerly 91-403)

Study of advanced machine tool operation with emphasis on numerical control, quality control, metallurgy, metrology and chemical milling. Prerequisites: TECH 201, 301.

TECH 405: ELECTRO-MECHANICAL CONTROL (3)

Study of integrated electrical, mechanical and logical systems applied to industrial control of machinery and various industrial processes. Prerequisite: TECH 309

TECH 453: INDUSTRIAL ELECTRONICS (3) (formerly 91-453)

Study of application and integration of circuitry used in control devices. Prerequisite: TECH 353.

TECH 455: SEMI-CONDUCTOR ELECTRONICS (3) (formerly 91-455)

Study of transistor theory. Content includes the study of semi-conductor physics, zener diodes, silicone diodes, power transistors, plane transistors as they relate to circuits. Prerequisite: TECH 353.

TECH 456: MODERN INDUSTRY (3) (formerly 91-456)

Emphasis on function, organization, materials and mass production processes.

TECH 457: QUALITY ASSURANCE (3)

Study of quality control and its applications. Content includes economic and specification of quality, organization, acceptance, assurance, statistical control methods, and policies and objectives. Prerequisite: MATH 301.

TECH 458: MACHINE TOOL TECHNOLOGY (4) (formerly 91-458)

Study of advanced machine operations with major emphasis on tool and die making. Prerequisite: TECH 403.

**TECH 460: TOOL DESIGN AND MANUFACTURING PROBLEMS (3)
(formerly 91-460)**

Introduction to basic tool design with major emphasis on design of jigs and fixtures for conversion of standard machine for mass production usage. Prerequisites: TECH 106, 403.

**TECH 462: RESEARCH IN INDUSTRIAL TECHNOLOGY (3)
(formerly 91-462)**

Investigations in problems that face industrial technologies in the areas of machine design, servicing, production and management.

TECH 465: COOPERATIVE TRAINING IN INDUSTRY (3-12)

Designed to provide employment experiences in field of industrial technology specialization at appropriate interval in the curriculum.

OCCUPATIONAL EDUCATION

Courses in occupational education are designed for individuals in Region I of North Carolina who are seeking certification in Trade and Industrial Education and Occupational Education in the middle schools. This program is designed for students who for various reasons are unable to attend a traditional setting. The courses are offered on an independent basis and utilize PBTE modules and other related instructional materials.

COURSE DESCRIPTIONS**OCC. ED 217: INTRODUCTION TO TRADES AND INDUSTRIAL EDUCATION (3)**

Introduction to planning, organizing, administering, supervising, evaluating and interpreting trade and industrial education programs. Special consideration given to organization and responsibilities of local, state and national agencies.

OCC. ED 219: INDUSTRIAL ANALYSIS (3)

Analysis made of occupations to obtain content for instructional information. Jobs and operations studied to determine order and content of operation, job description, job evaluation, and job safety.

OCC. ED 221: PRINCIPLES AND PRACTICES OF INTRODUCTION TO VOCATIONS (3)

Study of occupational information and career development theory and their application for teaching occupational clusters in public schools.

OCC. ED 317: CAREER EXPLORATION (3)

Study of materials and procedures of occupational exploration activities in the middle schools.

OCC. ED 319: OCCUPATIONAL INFORMATION (3)

Study of materials and procedures for teaching information related to the fifteen occupational clusters in the middle schools.

OCC. ED 470: HISTORY AND PHILOSOPHY OF VOCATIONAL EDUCATION (3)

Survey of historical and philosophical principles upon which present-day vocational programs are based.

OCC. ED 471: DEVELOPMENT OF INSTRUCTIONAL MATERIALS AND DEVICES (3)

Analysis, design, development, implementation of competency-based instructional materials and aids for occupational programs.

DEPARTMENT OF MATHEMATICAL SCIENCES

The Department of Mathematical Sciences offers general education courses in Introduction to College Mathematics, Basic Statistics, Pre-Calculus, Calculus, Computer Programming and the Metric System. It also offers a wide range of courses in undergraduate mathematics.

The Department offers two degree programs. One prepares students for teaching secondary level mathematics in public schools. The other prepares students for employment in government, industry and business corporations. Both of the programs provide necessary foundations for pursuing graduate study.

The Department also offers a minor in Computer Science and a concentration in elementary mathematics for Intermediate Education majors.

MAJOR

B.S. in Mathematics (Teaching)

- A. General Education core 47 sem. hrs.
- B. Major 39 sem. hrs.
MATH 109, 111, 112, 113, 201, 202, 302, 303,
304, 305, 401; CMPSC 101, 102.
- C. Professional Education 29 sem hrs.
EDUC 201, 313, 439, 464; PSYCH 308, 309;
READ 318; SPED 460: SPROG 400.
- D. Related Areas 12 sem. hrs.
PHSY 181; (8) semester hours from the
following courses: BIOL 141, 142; CHEM 101,
102, 103; PHYS 182, 201.
- E. Electives 3 sem. hrs.
- Total Required for Degree 130 sem. hrs.

MAJOR

B.S. in Mathematics (Non-Teaching)

- A. General Education Core 47 sem. hrs.
- B. Major 45 sem. hrs.
MATH 109, 111, 112, 113, 302, 303, 304, 305,
401, 403, 404; CMPSC 101, 102, 201, 202.
- C. Related Areas 12 sem. hrs.
PHYS 181; (8) semester hours from the
following courses;
BIOL 141, 142; CHEM 101, 102, 103; PHYS
182, 201.
- D. Electives 26 sem. hrs.
- Total Required for Degree 130 sem. hrs.

TECH 206: ARCHITECTURAL GRAPHICS (2) (formerly 91-206)

Study of graphical techniques involved in planning and designing architectural structures.

MINORS

Mathematics is open to all non-mathematical majors.

Required Courses:

MATH 109, 111, 112, 113; 9 semester hours
from levels 200, 300, or 400.

Total Required 21 sem. hrs.

Computer Science is open to all majors

Required Courses:

CMPSC 101, 102, 201, 202, 301, 302

Total Required 18 sem. hrs.

CONCENTRATION

Mathematics for Intermediate Education Majors

Required Courses:

MATH 104, 105, 106, 107, 202

Total Required 15 sem. hrs.

COURSE DESCRIPTIONS

MATHEMATICS

GE 110/111/112: INTRODUCTION TO COLLEGE MATHEMATICS (3/3/3) (formerly 32-101, 102)

Fundamental operations on integers and rational numbers, consumer mathematics, measurements and the metric system, algebra of polynomials, equations, relations and functions, logic and sets, probability and statistics, geometry and introduction to trigonometry.

GE 113/114: INTRODUCTION TO COLLEGE MATHEMATICS (Honors) (3/3)

Contents of GE 111/112 in depth. In addition, polynomials, complex numbers, quadratic equations and inequalities, sequences, series, binomial theorem, partial fractions, trigonometry and vectors, analytic geometry.

MATH 104/105: CONCEPTS OF ELEMENTARY MATHEMATICS (3/3) (formerly 32-104/105)

Numerals and numbers, mathematical systems, mathematical reasoning and creativity, number systems, relations and functions, geometry and trigonometry.

MATH 106: ALGEBRA FOR ELEMENTARY TEACHERS (3) (formerly 32-106)

Basic ideas, structure of algebra, including algebra of polynomials, equations and inequalities, absolute value, functions and their graphs; modular arithmetic.

MATH 107: GEOMETRY FOR ELEMENTARY TEACHERS (3)
(formerly 32-107)

Experimental and informal geometry, including congruence, measurement, parallelism, similarity and proof as taught within framework of modern concepts and terminology, introduction to trigonometry and coordinate geometry.

MATH 109: PRE-CALCULUS (3) (formerly 32-103)

Definition of function and algebra of functions, polynomial and rational functions, exponential and logarithmic functions, trigonometry and inverse trigonometry functions, coordinate geometry.

MATH 110: TECHNICAL CALCULUS (3) (formerly 32-110)

Basic differential and integral calculus for non-math majors.

MATH 111/112/113: CALCULUS (3/3/3) (formerly 32-111/112/113)

Differential and integral calculus of elementary functions, techniques of one variable calculus, limits, series, multivariable calculus, vectors in plane and space, multiple integration. Prerequisite: MATH 109 or GE 113, 114, or advanced placement.

MATH 114: COLLEGE ALGEBRA (3)

Quadratic equations; theory of quadratic equations; cubic and quartic equations; progressions; mathematical induction; permutations and combinations, binomial theorem, partial functions.

MATH 115: COLLEGE TRIGONOMETRY (3)

Trigonometric functions; graphs of trigonometric functions vectors and oblique triangles; logarithms; basic trigonometric relationships; complex numbers; trigonometric series; spherical trigonometry.

MATH 201: BASIC STATISTICS (3) (formerly 32-301)

Collection and handling of data, measures of central tendency and variability; correlation, sampling and probability, analysis of variance, introduction to research design.

MATH 202: METRIC SYSTEM (3) (formerly 32-410)

The International System of Units — SI emphasizing metric units of length, area, volume, mass, capacity and temperature with applications.

MATH 307: NUMBER THEORY (3)

The Euclidean Algorithm and unique factorization, arithmetical functions, congruences, reduced residue systems, primitive roots, magic squares, linear diophantine equations.

MATH 302: LINEAR ALGEBRA (3) (formerly 32-211)

Fundamental theory of finite dimensional vector spaces, matrices and linear transformations. Applications of linear algebra to social, biological and physical sciences. Prerequisite: MATH 109.

MATH 303/304: MODERN COLLEGE GEOMETRY (3/3)
(formerly 32-213/214)

Review of elementary Euclidean Geometry, theorems and processes of

modern geometry, including the ideas of convexity, separation of planes by lines and space by planes, the postulate of Pasch and the theorems based on it, the metric apparatus, the introduction of non-Euclidean geometry, constructions with ruler and compass.

MATH 305/306: ABSTRACT ALGEBRA (3/3) (formerly 32-212/215)

The real number system from an advanced point of view, abstract algebraic systems, mathematical induction, properties of polynomials, groups, rings and fields, and Galois Theory, Prerequisite: MATH 302.

**MATH 401/402: PROBABILITY AND STATISTICS (3/3)
(formerly 32-311/312)**

Introduction to probability; miscellaneous problems involving random digits and 2×2 tables, statistics, frequency distributions and discrete probability density functions, normal probability density functions, the multinomial means, estimation, regression, correlation and Markov Chains. Prerequisites: MATH 111/112/113.

MATH 403: DIFFERENTIAL EQUATIONS (3) (formerly 32-411)

Methods of solution of ordinary differential equations of the first order and of higher orders, emphasis on geometric and physical applications. Prerequisite: MATH 113.

MATH 404/405: ADVANCED CALCULUS (3/3) (formerly 32-412/413)

Rigorous discussion of the notions of limit and continuity, derivative and integral with epsilon-delta approach, mean value theorems, Laplace transform, Fourier Series, wave equation. Prerequisite: MATH 113.

MATH 406/407: APPLIED MATHEMATICS (3/3)

Advanced vector analysis, Laplace transform, Fourier analysis, equations of mathematical physics, calculus of variations. Prerequisites: MATH 113, 403.

MATH 408: HISTORY OF MATHEMATICS (3)

Lectures and discussion on development of mathematical thought and evolution of mathematical ideas, including a study of techniques and procedures used in earlier eras.

MATH 409: INTRODUCTION TO TOPOLOGY (3)

Set theory, the real number space, algebraic and metric structure of real vectors space $\mathbb{R}^n$, continuous functions, open and closed set in $\mathbb{R}^n$, compactness, connectness, sequences in $\mathbb{R}^n$.

**MATH 410: CONTEMPORARY ISSUES IN MATHEMATICS EDUCATION
(3)**

Lectures and discussion on various issues in mathematics education, surveying trends and developments with emphasis on content, meaning, methods, current status and implications for the profession.

MATH 411/412: SPECIAL STUDIES/SEMINARS IN MATHEMATICS (3/3)

Independent or small group study in selected areas of mathematics culminating in approved project or research papers. (This also may be used for organizing workshops or academic year institutes for mathematics teachers of high and junior high schools).

COMPUTER SCIENCE

CMPSC 101/102: INTRODUCTION TO PROGRAMMING (3/3) (formerly 33-101, 102)

Understanding algorithms, programs and computers, basic programming and program structures, programming and computer systems, debugging and verification of programs, data representation, organization and characteristics of computers, computer solution of several numerical and non-numerical problems using one or more programming languages. Prerequisite: Consent of Instructor.

CMPSC 201: MACHINE LANGUAGES PROGRAMMING (3) (formerly 33-211)

Brief historical background of computers and computer science. Machine languages, instruction execution, addressing techniques, and digital representation of data, computer system organization, symbolic coding and assembly system, introduction to macros, program segmentation, linkage and programming techniques.

CMPSC 202: INTRODUCTION TO THE THEORY OF ALGORITHMIC LANGUAGE (3) (formerly 33-212)

Formal definitions of programming, including specifications of syntax and semantics, simple statements including precedence, infix, prefix, and postfix notation. Prerequisites: CMPSC 101, 102.

CMPSC 301: INTRODUCTION TO BOOLEAN ALGEBRA (3) (formerly 33-311)

Boolean Algebra, symbolic logic as used in computer organization, switching circuits, arithmetic circuits, applications of logic to problem solving.

CMPSC 302: COMPUTER ARCHITECTURE (3) (formerly 33-312)

Study of the logical construction of computers, including adders, storage units, control circuits, and display devices. Prerequisite: CMPSC 301.

CMPSC 401: NUMERICAL METHODS (3) (formerly 33-302)

Introduction to numerical algorithms fundamental to scientific computation including elementary discussion of error, solution of polynomial equations, solutions of systems and of algebraic equations.

DEPARTMENT OF MODERN LANGUAGES

The Department of Modern Languages provides all students with integrated experiences and learnings in the English language, literature, communication, speech, dramatics, and modern foreign languages. It seeks to achieve five major objectives: (1) to develop in all students proficiency in the language arts; (2) to assist all students in understanding and appreciating their own literary heritage and that of other peoples; (3) to prepare students who major in English to teach English in the secondary school, to pursue graduate studies in English, English Education, news media, speech pathology or dramatic arts; (4) to prepare students for careers in news media, speech pathology, or dramatic arts; (5) to provide majors with a rich back-

ground in communication skills and arts to facilitate their admission into such professional programs as law, public relations, government service, etc.

The Department administers courses in English, drama, news media, speech, and modern foreign languages. It offers an English Teaching Major and an English Non-teaching major, with or without specialties in Dramatic Arts, News Media and Pre-professional Speech Pathology. It offers a Minor in Speech and Drama and a Minor in French or Spanish for majors of any discipline, and also a Minor in English for majors in any discipline except English. Finally, it offers Intermediate Education majors concentrations in Dramatic Arts and English. (These concentrations are also available to majors of other disciplines.)

The Department of Modern Languages offers an Honors Program which encompasses: (1) Freshman Composition and Literature Honors I and II; (2) World Literature Honors Seminar I and II; and (3) Junior-Senior Honors Project.

The Freshman Composition and Literature Honors courses include two semester courses (GE 104, GE 105; 3/3 semester hours) and are designed for students whose high school achievement record in English, SAT Verbal Score, and performance on the University's Placement Tests in Language Arts reflect high promise in the area of language arts.

The World Literature Honors Seminar includes two semester courses (GE 203, GE 204; 3/3 semester hours) and is designed for students whose performance in the Freshman English Program is outstanding.

The Junior-Senior Honors Project (ENGL 480; 3 semester hours) permits Junior and Senior English majors who are honor students and approved by the staff to engage in a creative or independent-study project. Project work may be conducted on or off campus.

The aim of each aspect of the Honors Program is enrichment rather than acceleration.

MAJOR

B.S. in English (Teaching)

- A. General Education Core 47 sem. hrs.
- B. Major 30 sem. hrs.
ENGL 301, 302, 305, 306, 317, 322, 327, 366,
425, 475
- C. Professional Education 28 sem. hrs.
EDUC 201, 313, 426, 427, 467; PSYCH 308,
309; SPED 460

- D. Related Areas 9 sem. hrs.
Six semester hours of two consecutive courses
in French, Spanish, or German; SPCH 218
- E. Electives 13 sem. hrs.
Six semester hours in other advanced English,
speech, dramatics or communications courses.
Seven semester hours in free electives.
- F. University Requirement 1 sem. hr.
SPROG 400
- Total Required for Degree 128 sem. hrs.

MAJOR

B.A. in English (Non-teaching)

- A. General Education Core 47 sem. hrs.
- B. Major 39 sem. hrs.
ENGL 301, 302, 305, 306, 317, 322, 327, 336*,
425, 427*, 430*, 465, 475
- C. Related Areas 9 sem. hrs.
Six semester hours of two consecutive
courses in French, Spanish, or German;
three semester hours of humanities
electives.
- D. Minor 12-21 sem. hrs.
(Minor as chosen by student with approval of
Departmental Chairperson)
- E. Electives 9-18 sem. hrs.
- Total Required for Degree 125 sem. hrs.

MAJOR

B.S. in English (Teaching, Dramatic Arts)

- A. General Education Core 47 sem. hrs.
- B. Major 30 sem. hrs.
ENGL 301, 302, 305, 306, 317, 322, 327, 336,
425, 427
- C. Specialization 15 sem. hrs.
DRAMA 320 (three semester hours **); 324,
325, two of the following courses: 326,
425, 427
- D. Professional Education 28 sem. hrs.
EDUC 201, 313, 426, 427, 467; PSYCH 308,
309; SPED 460

*Substitutions of other advanced English, speech or communication courses are permitted.

**DRAMA 320 (1 semester hour) must be taken for three semesters. All students concentrating in Dramatic Arts are expected to participate in the productions of the University Players.

- E. Related Areas 9 sem. hrs.
Six semester hours of two consecutive courses
in French, Spanish, or German; SPCH 218
- F. University Requirement 1 sem. hr.
SPROG 400
- Total Required for Degree 130 sem. hrs.

MAJOR

B.A. in English (Non-teaching, Dramatic Arts)

- A. General Education Core 47 sem. hrs.
- B. Major 39 sem. hrs.
ENGL 301, 302, 305, 306, 317, 322, 327, 336*,
425, 427*, 430*, 465*, 475
- C. Specialization 15 sem. hrs.
DRAMA 320 (three semester hours**); 324,
325, two of the following courses:
326, 425, 427
- D. Related Areas 9 sem. hrs.
Six semester hours of two consecutive courses
in French, Spanish, or German; SPCH 218
- E. Electives 15 sem. hrs.
- Total Required for Degree 125 sem. hrs.

MAJOR

3.S. in English (Teaching, News Media)

- A. General Education Core 47 sem. hrs.
- B. Major 30 sem. hrs.
ENGL 301, 302, 305, 306, 317, 322, 327, 336,
425, 475
- C. Specialization 18 sem. hrs.
JOURN 349, 351, 352, 451, 499
- D. Professional Education 28 sem. hrs.
EDUC 201, 313, 426, 427, 467; PSYCH 308,
309; SPED 460
- E. Related Areas 9 sem. hrs.
Six semester hours of two consecutive courses
in French, Spanish, or German; SPCH 218
- F. University Requirement 1 sem. hr.
SPROG 400
- Total Required for Degree 133 sem. hrs.

*Substitutions of other advanced English, speech or communication courses are permitted.

**DRAMA 320 (1 semester hour) must be taken for three semesters. All students concentrating in Dramatic Arts are expected to participate in the productions of the University Players.

MAJOR

B.A. in English (Non-teaching, News Media)

- A. General Education Core 47 sem. hrs.
- B. Major 39 sem. hrs.
ENGL 301, 302, 305, 306, 317, 322, 327, 336*,
425, 427, 430**, 465**, 475
- C. Specialization 18 sem. hrs.
JOURN 349, 351, 352, 451, 499
- D. Related Areas 9 sem. hrs.
Six semester hours of two consecutive courses
in French, Spanish, or German; SPCH 314
- E. Electives 12 sem. hrs.
- Total Required for Degree 125 sem. hrs.

MAJOR

B.A. in English (Non-teaching, Pre-professional Program in Speech Pathology)

- A. General Education Core 47 sem. hrs.
- B. Major 36 sem. hrs.
ENGL 301, 302, 305, 306, 317, 322, 327, 329,
425, 430, 465, 475
- C. Specialization 18 sem. hrs.
SPCH 200, 201, 300, 315, 320, 330; SPED 200
- D. Related Areas 6 sem. hrs.
Six semester hours of two consecutive courses
in French, Spanish, or German
- E. Recommended Electives 13 sem. hrs.
MEDIA 403; SPED 201, 301, 320; PSYCH 213,
307
- F. Free Electives 6 sem. hrs.
- Total Required for Degree 126 sem. hrs.

MAJOR

B.S. in English (Teaching, Pre-Professional Speech Pathology Program)

- A. General Education Core 47 sem. hrs.
- B. Major 30 sem. hrs.
ENGL 301, 302, 305, 306, 317, 322, 327, 336,
425, 475

*Substitutions of other advanced English, speech or communication courses are permitted.

**DRAMA 320 (1 semester hour) must be taken for three semesters. All students concentrating in Dramatic Arts are expected to participate in the productions of the University Players.

- C. Specialization 18 sem. hrs.
SPCH 200, 201, 300, 315, 320, 330; SPED 200
- D. Professional Education 28 sem. hrs.
EDUC 201, 313, 426, 427, 467; PSYCH 308,
309; SPED 460
- E. Related Areas 9 sem. hrs.
Six semester hours of two consecutive courses
in French, Spanish, or German; SPCH 218
- F. University Requirement 1 sem. hr.
SPROG 400
- Total Required for Degree 133 sem. hrs.

MINORS

English

Any combination of advanced English or
communication courses (300 and 400 levels).

Total Required for Minor 12 sem. hrs.

Spanish/French

For a Spanish Minor, SPAN 201/202, SPAN 301/302;

For a French Minor, FREN 201/202, FREN 301/302.

Total Required for Minor 12 sem. hrs.

Speech/Drama

Any combination of speech and drama courses
(excluding SPCH 117)

Total Required for Minor 12 sem. hrs.

CONCENTRATIONS

English for Intermediate Education Majors

Required Courses:

ENGL 300, ENGL 302, ENGL 306, ENGL 317,
ENGL 336.

Total Required for Concentration 18 sem. hrs.

News Media (Restricted to English Majors)

Required Courses:

SPCH 314; JOURN 349, JOURN 351, JOURN
352, JOURN 451, JOURN 499*.

Total Required for Concentration 21 sem. hrs.

* Two (2) semester hours in sequence for a total of six (6) are required, to include field experience, as well as practical laboratory experience on editorial staff of student newspaper offered.

Pre-professional Speech Pathology

Required Courses:

SPCH 200, SPCH 201, SPCH 300, SPCH 315,
SPCH 320, SPCH 330; SPCH 200.

Total Required for Concentration 18 sem. hrs.

Dramatic Arts

Required Courses:

DRAMA 320 (three semester hours**),
DRAMA 324, DRAMA 352, any two courses
from the following:
DRAMA 326, DRAMA 425; ENGL 425.

Total Required for Concentration 15 sem. hrs.

**DRAMA 320 (1 semester hour) must be taken for three semesters. All students concentrating in Dramatic Arts are expected to participate in the productions of the University Players.

COURSE DESCRIPTIONS

ENGLISH

GE 101: BASIC COMMUNICATION (3)

Basic skills in reading and writing, and oral communication; students assigned on the basis of performance on Language Arts Placement Testing. Five class contact hours required of all students; contact hours in Skills Center Laboratories assigned according to student needs.

GE 102: COMPOSITION AND LITERATURE I (3) (formerly 20-101 Language Arts Workshop I)

Oral and written composition, reading (developmental) and literature (for composition). Four (4) contact hours required, in addition to Skills Center Laboratory assignments as needed by students.

GE 103: COMPOSITION AND LITERATURE II (3) (formerly 20-102 Language Arts Workshop II)

Oral and written composition, reading (analytical), and introduction to literature. Four (4) contact hours required, in addition to Skills Center Laboratory assignments as needed by students.

GE 104: COMPOSITION AND LITERATURE HONORS I (3) (formerly 20-111 Language Arts Honors Workshop I)

A special language arts program, for those Freshmen whose SAT scores are the highest in their class or whose demonstrated language proficiency is so pronounced that they are invited to enroll by the Department. Provides a humanities approach to Composition and Literature I GE 102. Offers broad ex-

periences through the use of audiovisual aids, special enrichment experiences, team teaching, and special projects.

GE 105: COMPOSITION AND LITERATURE HONORS II (3)

(formerly 20-112 Language Arts Honors Workshop II)

Continuation of GE 104. This program, like Composition and Literature II GE 103, is an introduction to literature correlated with composition and the writing of a research paper and differs from Composition and Literature II primarily in the increased number of reading and writing experiences and in the enrichment activities involved.

GE 201/202: WORLD LITERATURE (3/3) (formerly 20-201/202)

Selected masterpieces of world literature read and discussed for their comments on life and the meaning of existence. Emphasis on genres and literary tempers (classicism, romanticism, realism). Students required to maintain satisfactory standards of written and spoken expression. Prerequisites: GE 102, GE 103.

GE 203/204: WORLD LITERATURE HONORS SEMINAR (3/3)

(formerly 20-211/212)

Selected masterpieces of world literature read and discussed. Emphasis on genres, literary tempers (classicism, romanticism and realism) and great themes in literature. Special opportunities for enrichment by special literary studies, in-depth research, independent study, creative writing, analytical thinking and oral reporting.

ENGL 121: DEVELOPMENTAL READING (2) (formerly 20-121)

Designed to provide background in phonetic and structural analysis; emphasis on vocabulary improvement, comprehension and rate of reading. Individual and small-group instruction.

ENGL 300: TRADITIONAL GRAMMAR (3) (formerly 20-300)

Analysis of the sentence, its parts, functions, relationships. Intensive study of functional grammar. Prerequisites: GE 102, GE 103 or GE 104, GE 105.

ENGL 301/302: ENGLISH LITERATURE (3/3) (formerly 20-301/302)

Survey course. Literature of England through study of major writers. Historical and cultural forces which influenced their art. First semester: Anglo-Saxon Period to 1784; second semester: 1784 to the present.

ENGL 305/306: AMERICAN LITERATURE (3/3) (formerly 20-305/306)

Survey course; literature of the United States. Continuity of historical and cultural forces as seen in works of major writers. First semester: Colonial Period through 1865; second semester: 1865 to the present.

ENGL 317: ADVANCED COMPOSITION (3) (formerly 20-227)

Principles and skills of composition are developed and understandings and competencies refined. Extensive practice in writing of various types of expository composition. Class discussion on and analysis of student writings and literary models. Prerequisites: GE 102, 103 or 104, 105.

ENGL 319: CHILDREN'S LITERATURE (3) (formerly 20-319)

Survey of world literature for children. Forms, content and techniques for teaching literature in the elementary school.

ENGL 322: ADVANCED ENGLISH GRAMMAR (3) (formerly 20-322)

A study of modern English descriptive grammar; analysis of current English usages and points of conflict with older and more traditional practices.

ENGL 327: HISTORY OF THE ENGLISH LANGUAGE (formerly 20-327)

English sounds, pronunciation, spelling, etymology, syntax, and usage considered through study of the history of the language.

ENGL 336: LITERATURE FOR ADOLESCENTS (3) (formerly 20-336)

Reading interests of adolescents. Understanding content and demonstrating effective techniques of teaching literature in the high school.

ENGL 399: CREATIVE WRITING (2) (formerly 20-399)

Laboratory course for students who have demonstrated some creative writing talent and wish to develop individual interests and creative capacities. Short story, poetry, the formal essay, and student writings read and criticized informally by members of the class. One hour weekly devoted to lecture, discussion, and critiques; two hours weekly, to laboratory work.

ENGL 401: TECHNICAL WRITING (3)

Fundamentals of English usage stressed as essential criteria and background of modern technical writing. Exercises in development of major types of technical reports are assigned. For practical application of the rhetoric of technical writing, students prepare several formal and complete reports related to their major course of study. Oral presentation of written reports may be requested by the instructor.

ENGL 425: SHAKESPEARE (3) (formerly 20-425)

Selected comedies, tragedies, and histories studied, with emphasis on dramatic techniques and Elizabethan stage. Prerequisites: ENGL 301/302

**ENGL 427: ENGLISH LITERATURE OF THE RENAISSANCE (3)
(formerly 20-427)**

Poetry, prose, and drama (exclusive of Shakespeare) of representative authors studied against background of historical and cultural forces shaping Renaissance thought. Prerequisites: ENGL 301/ENGL 302.

**ENGL 428: ENGLISH LITERATURE OF THE 18TH CENTURY (3)
(formerly 20-428)**

Poetry and prose (exclusive of the novel) of the eighteenth century. Emphasis on triumph and decline of Neo-classicism and approach of Romanticism, with review of historical and cultural forces affecting both tempers. Prerequisites: ENGL 301/ENGL 302.

**ENGL 429: ENGLISH LITERATURE OF THE 19TH CENTURY (3)
(formerly 20-429)**

Study, in depth, of major writings of nineteenth century (exclusive of novel).

Triumph of Romanticism and Victorian Age studied against historical and social influences of the times. Prerequisites: ENGL 301/ENGL 302.

ENGL 430: THE ENGLISH NOVEL (3) (formerly 20-430)

Development of novel as a genre studied, in form and style, from eighteenth century to the present. In-depth study of selected novels. Prerequisites: ENGL 301/ENGL 302.

ENGL 440: BIBLE AS LITERATURE

Basic introduction to the Bible considered as literature. Students read the major books of the Old Testament, and the four gospels, Acts, major epistles and Revelations in the New Testament. Rather than doctrine, the course accents aesthetic values in scripture.

ENGL 458: BLACK WRITERS IN AMERICAN LITERATURE (3) (formerly 20-458)

Critical study of Black contributions to American Literature against a background of historical, sociological forces. Critical techniques to be applied, and relevancy to current challenges and needs stressed.

ENGL 465: CONTEMPORARY AMERICAN LITERATURE (3) (formerly 20-465)

Critical study of selected works by major writers of the latter part of the twentieth century.

ENGL 475: LITERARY CRITICISM (3) (formerly 20-475)

Critical positions and techniques of selected major critics studied. Experience in application of principles and techniques of criticism to texts, representing major literary genres.

ENGL 479: SPECIAL STUDIES/RESEARCH IN LANGUAGE AND LITERATURE* (1-3) (formerly 20-479)

Independent or small group study in selected areas of language or literature and culminating in an approved project or research paper. Topics taken from approved areas of English language or English, American or World Literature; research techniques applied. May be repeated up to six semester hours. Prerequisite: consent of the Department Chairperson.

ENGL 480: JUNIOR-SENIOR HONORS PROJECTS (3) (formerly 20-480)

Junior and Senior English majors who are honor students may, with staff approval, engage in a creative independent-study project. Project work to be conducted on or off campus; project presentations to be made to the Department.

* May be used as a substitution for certain required English courses at the discretion of the Chairperson and based upon special needs and talents of students concerned.

FRENCH

FREN 101/102: ELEMENTARY FRENCH (3/3) (formerly 21-101/102)

Fundamentals of grammar, pronunciation, and reading for vocabulary building; conversation. Laboratory practice required of all students.

FREN 201/202: INTERMEDIATE FRENCH (3/3) (formerly 21-201/202)

Review of grammatical principles; development of reading, writing, and conversational skills. Reading and interpretation of selected works; introduction to aspects of French culture. Laboratory practice required of all students. Prerequisites: FREN 101/102 or advanced placement.

FREN 301/302: SURVEY OF FRENCH LITERATURE (3/3) (formerly 21-301/302)**

Great works of literature studied as representatives of French civilization and culture. Prerequisites: FREN 201/202 or advanced placement.

SPANISH

SPAN 101/102: ELEMENTARY SPANISH (3/3) (formerly 22-101/102)

Basic grammar, pronunciation, and reading for vocabulary building; conversation. Laboratory practice required of all students.

SPAN 201/202: INTERMEDIATE SPANISH (3/3) (formerly 22-201/202)

Review of grammatical principles; development of reading, writing, and conversational skills. Reading and interpretation of selected works; introduction to aspects of Spanish culture. Laboratory practice required of all students. Prerequisites: SPAN 101/102 or advanced placement.

SPAN 301/302: SURVEY OF SPANISH LITERATURE* (3/3) (formerly 22-301/302)

Great works of literature studied as representatives of Spanish, Mexican or South American civilization and culture. Prerequisites: SPAN 201/202 or advanced placement.

GERMAN

GERM 101/102: ELEMENTARY GERMAN (on demand) (3/3) (formerly 23-101/102)

Basic grammar, pronunciation, and reading for vocabulary building; conversation. Laboratory practice required of all students.

GERM 201/202: INTERMEDIATE GERMAN (on demand) (3/3) (formerly 23-201/202)

Review of grammatical principles; development of reading, writing, and conversational skills. Reading and interpretation of selected works; introduction to aspects of German culture. Laboratory practice required of all students. Prerequisites: GERM 101/102 or advanced placement.

* May be used as a substitution for certain required English courses at the discretion of the Chairperson and based upon special needs and talents of students concerned.

** Recommended for students who anticipate graduate studies requiring foreign language reading proficiency.

DRAMA

DRAMA 320: UNIVERSITY PLAYERS WORKSHOP (1) (formerly 25-320)

Combination laboratory and performance activity open to all students wishing to participate in productions of the University Players. Elementary instruction in acting, scenery, costuming, makeup, lighting, arts and crafts of the theatre. Course materials vary each semester in accordance with requirements of plays currently being produced. May be repeated each semester, up to a total of 8 hours, for credit. Meets two nights per week for a minimum of four clock hours per week after a satisfactory rehearsal schedule has been arranged.

DRAMA 324: INTRODUCTION TO DRAMATIC ARTS (3) (formerly 25-324)

Survey of all the arts and crafts of the theatre for the beginning student, with emphasis on acting and involvement. Course will culminate in the production of a play, in which all aspects of dramatics will be reflected.

DRAMA 324: PLAY PRODUCTION I: ACTING AND DIRECTING (3) (formerly 25-325)

Fundamentals of stage movement for both the actor and director. Student will have an opportunity to perform in several short scenes for presentation to members of the class and selected audiences in the Little Theatre. Students who are interested in directing and who demonstrate the necessary talents will be permitted to direct short scenes or a one-act play involving other members of the class.

DRAMA 326: PLAY PRODUCTION II: THEATRE CRAFTS (3) (formerly 25-326)

Continuation of Play Production I. Emphasis on the crafts of the theatre, including stagecraft, makeup, costuming, scenery, lighting and sound effects. Course developed primarily through audio-visual materials, lecture-demonstrations, individual and group projects. All students will participate in the production of at least one play by the University Players. Laboratory hours to be arranged. Prerequisite: DRAMA 325 or consent of instructor.

DRAMA 425: STUDIES IN BLACK DRAMA (3) (formerly 25-425)

Survey of the black playwright in the American theatre from the first known black play written in 1820 to current activities among contemporary black playwrights. Emphasis on the main periods in development of the black playwright, and current and persistent social problems with which he has been concerned.

DRAMA 427: DEVELOPMENT OF THE THEATRE (3) (formerly 25-427)

Survey of the chief periods of theatrical history and the major developments in drama and the theatre during each of these periods. Course developed primarily through audio-visual materials.

SPEECH

SPCH 117: FUNDAMENTALS OF SPEECH (2) (formerly 26-117)

Stress on developing in the student acceptable speech and listening habits and a functional knowledge of techniques for composing and delivering short speeches, oral reading and group discussion. (Students with problems in articulation, enunciation and pronunciation are required to enroll in the Speech Laboratory; students with oral reading problems may also be referred to the Reading Laboratory.)

SPCH 200: INTRODUCTION TO PHONETICS (3) (formerly 26-319)

Study of the phonetic alphabet. Practice in transcription of the International Phonetic Alphabet. Application of the phonetic alphabet to students' own speech improvement and to teaching reading. Consideration of standard and sub-standard speech characteristics and the three American regional dialects.

SPCH 201: VOICE AND DICTION (1)

Analysis and practice of effective voice and articulation. Designed primarily for students concentrating in the Pre-professional Speech Pathology Program; other interested students will be considered. Emphasis on application. Prerequisites: SPCH 200 or consent of instructor.

SPCH 218: ORAL INTERPRETATION OF LITERATURE (3) (formerly 26-218)

Study and practice in analysis and presentation of literature suitable for oral interpretation; techniques of interpretative reading reviewed and applied in classroom demonstrations. Especially designed for future teachers in English and language arts and/or students of the drama. Prerequisites: GE 102, GE 103 and speech proficiency, to be determined by instructor.

SPCH 300: INTRODUCTION TO COMMUNICATION DISORDERS* (3)

Introduction to the profession of speech pathology; classification and etiology of communication disorders; diagnostic and therapeutic procedures; and observation of clinical settings. Prerequisites: SPCH 200 or consent of instructor.

SPCH 314: PUBLIC SPEAKING (3) (formerly 26-314)

Principal types of public speaking; speeches for special occasions. Directed practice in informative, argumentative, and persuasive speeches. Extemporaneous speaking; group discussions; parliamentary procedure. Attention to platform decorum. Prerequisites: GE 102, GE 103 and speech proficiency, to be determined by instructor.

SPCH 315: ANATOMY AND PHYSIOLOGY OF SPEECH (3)

Study of structure and function of human mechanism by which speech sounds are produced and relationship between respiration, phonation, respiration, articulation and audition. Prerequisites: SPCH 200, 300.

* Students concentrating in the Pre-professional Speech Pathology Program can begin observation experience concurrently with this course. The Pre-professional Speech Pathology Program requires a minimum of 25 clock hours of observation.

SPCH 320: SPEECH AND LANGUAGE DEVELOPMENT (3)

Study of normal acquisition of speech and language in children, factors influencing speech and language development, and chronology of development. Some consideration given to language disorders common among children and roles of the classroom teacher in providing necessary assistance. Prerequisites: SPCH 200, 300 or consent of instructor.

SPCH 330: INTRODUCTION TO AUDIOLOGY (3) (formerly 26-457)

Introduction to the profession of Audiology, including anatomy and physiology of the human hearing mechanism; study of medical and surgical problems of hearing loss; practice in testing and interpreting pure-tone audiometric evaluations. Prerequisites: SPCH 200, 300.

NEWS MEDIA**JOURN 346: JOURNALISM LABORATORY (1) (formerly 27-346)**

Practical laboratory for staff members of student publications. Designed to provide basic learnings and direct application to University publications. May be repeated. Prerequisite: consent of instructor.

JOURN 349: MASS MEDIA (3) (formerly 27-349)

Techniques and psychology of mass media and their impact on society.

JOURN 351: JOURNALISM I (3) (formerly 27-351)

Basic elements of journalism, format of newspaper, organization and writing of news stories. Field trips and involvement with local newspapers.

JOURN 352: JOURNALISM II (3) (formerly 27-352)

Study and practice of news writing, copyreading, proofreading, page make-up, type structure, headlining and arranging of stories, and feature story writing. Observation and experience in local newspaper operation.

JOURN 451: BROADCAST JOURNALISM (3) (formerly 27-451)

Basic elements of broadcast journalism, reporting, interviewing, special features; ethics and practices. Field trips and involvement with local radio stations and area television studios.

JOURN 499: SEMINAR — INTERNSHIP (2-6) (formerly 27-499)

Supervised field experience in news media, to include newspaper and broadcast journalism, seminar sessions and independent study.

DEPARTMENT OF MUSIC

The Department of Music aims to meet the musical needs and interests of students in the University through courses designated as part of the Humanities and Fine Arts Area of the General Education Program, more specialized courses for students interested in a music minor or concentration, individual or group instruction in Applied Music, and participation in performing ensembles.

The primary objectives of the Department are: (1) to assume its share of the responsibility in implementing the stated objectives of

the University; (2) to help students in their cultural development; and (3) to contribute to the advancement of the total program of the institution.

MINOR

Designed for students with musical aptitude who are majoring in other departments of the University. Departmental consent is required before registration into the program and close consultation with the Chairperson or faculty advisor is necessary in order that sequences may be designed to meet the student's needs.

Required Courses:

- | | |
|--|------------------|
| A. Applied Music | 6 sem. hrs. |
| (Piano, Organ, Voice*, Band or Orchestral Instrument*) | |
| B. Theory | 2 or 4 sem. hrs. |
| C. Music History and Literature | 3 sem. hrs. |
| MUSIC 208, 307, or 308. | |
| D. Conducting | 2 sem. hrs. |
| E. Music Organizations and Ensembles | 2 sem. hrs. |
| F. Music Electives | 4 or 2 sem. hrs. |
| Total Required for Minor | 19 sem. hrs. |

CONCENTRATION

Available to Intermediate Education Majors with interest and some ability in music. Departmental consent required.

Required Courses:

- | | |
|--|--------------|
| A. Applied Music | |
| Principal Instrument | 4 sem. hrs. |
| Secondary Instrument: Voice* or Piano** | 2 sem. hrs. |
| B. Conducting — Music 338 | 2 sem. hrs. |
| C. Music Organizations or Ensembles | 2 sem. hrs. |
| D. Music History and Literature | 3 sem. hrs. |
| MUS 208, 307, or 308 | |
| E. Electives | 2 sem. hrs. |
| Total Required for Concentration | 15 sem. hrs. |

*Voice required if Principal Instrument is Piano or Organ.

**Piano required if Principal Instrument is Voice or a Band or Orchestral instrument.

Applied Music Instruction

Opportunity to study privately with faculty and increase one's proficiency in performing. Instruction available in piano, voice, organ, selected band or orchestral instruments. (String offerings depend

upon demand and faculty.) Beginners accommodated through Piano, Voice, Band Instrument, String, and Guitar Classes.

Performing Groups

Large and small, vocal and instrumental ensembles provide opportunities for the music educational, cultural and social growth of their members. Auditions are held semesterly for interested students enrolled in any department of the University. A limited number of scholarships are available for specially talented persons through the Band and Choir.

The organizations appear for public occasions on campus as well as in the community and represent the University in and out of state. Enrichment experiences are offered through tours, and attending performances by professional musical organizations. May be taken for credit or non-credit.

COURSE DESCRIPTIONS

MUSIC

MUS 100: INTRODUCTION TO MUSIC THEORY (2) (formerly 75-100)

Introduction to basic materials to music including: learning skills of writing key signatures, scales, simple melodies in major and minor modes; harmonization of simple melodies using primary triads; keyboard skills in harmonizing of simple melodies with primary triads; skills of sight singing; and dictation of simple diatonic melodies.

MUS 101/102: MUSIC THEORY I, II (4,4) (formerly 75-101 and 75-102)

Comprehensive course combining study of elementary harmony (diatonic chords) and counterpoint with sight-singing and ear training. Emphasis upon part writing, dictation, singing at sight, keyboard exercises, elementary composition, and analysis. When applicable, historical reference is made to each element of study. Prerequisite: MUS-100 or consent of instructor.

MUS 107/108: BAND INSTRUMENT CLASS FOR BEGINNERS (1/1) (formerly 75-107 and 75-108)

Fundamentals of embouchure formation, breathing, fingering as pertain to the individual instrument being studied. Terminology, nomenclature, technique, rudiments of music. Care and cleaning of instruments. For beginners and those with limited previous experience.

MUS 110/111: PIANO CLASS FOR BEGINNERS I, II (1/1) (formerly 75-110 and 75-111)

Class Piano for adult beginners. Harmonization, transposition, and sight reading of simple melodies. Scales, arpeggios and 4-part playing introduced.

MUS 112/113: PIANO CLASS II FOR BEGINNERS III, IV (1,1) (formerly 75-112 and 75-113)

All major and minor scales, 2 octaves, hands together; arpeggios, pedaling. Ability to play familiar hymns and community songs, and improvise accompaniments to simple melodies. Prerequisite: MUS-111.

GE 135: INTRODUCTION TO MUSIC LITERATURE (2) (formerly 75-121)

Study of elements of music, composers and their contributions in different periods of musical development, instrumental and voice qualities. Meets two and one half hours weekly.

MUS-123: VOICE CLASS (1) (formerly 75-123)

Class instruction in fundamentals of voice production and application of these fundamentals to song material. Special attention to vocal problems and possible remedies.

MUS 188/189: GUITAR CLASS FOR BEGINNERS (1, 1)

Designed to teach students fundamental techniques of playing the guitar and have them associate guitar playing with singing folk melodies. Additional experiences include composing songs using chordal accompaniment.

MUS 201/202: MUSIC THEORY (4, 4) (formerly 75-201 and 75-202)

Comprehensive course including chromatic harmony, advanced modulation, introduction to contemporary techniques; correlated sight-singing, ear training, dictation, analysis, keyboard drill, and creative work. Prerequisite: MUS-102.

MUS 208: MUSIC HISTORY — MEDIEVAL THROUGH BAROQUE (3) (formerly 75-208)

Developments in Western Art Music including Medieval, Renaissance and Baroque; study of scores; class performances, audio-visual aids and field trips when feasible. Prerequisite: GE-135 or consent of instructor.

MUS 227: FUNDAMENTALS OF MUSIC (3) (formerly 75-227)

Designed primarily for Education Majors with little previous experience in music. Study of rudiments of music. Activities approach used to develop skills in singing, reading music, and playing instruments used in the elementary grades.

MUS 229: JAZZ WORKSHOP (1) (formerly 75-229)

Specific attention to placement of individuals in ensembles most suited to their level of proficiency and areas of primary interest. Utilizing ensembles of varying size and instrumentation, students hear, test, and evaluate their own work. Performance of contemporary jazz/rock/pop music of all styles; and improvisation. Consent of director required.

MUS 231/232: STRING CLASS (1/1) (formerly 75-231 and 75-232)

Special study of violin, viola, violoncello and bass viol to achieve working knowledge of these instruments. Second semester also includes study of guitar.

MUS 301: COUNTERPOINT (3) (formerly 75-301)

Eighteenth-century counterpoint; two, three, and four parts in all series, florid counterpoint, imitation; motive development; text setting; fugal exposition; analysis of works of Bach, Mozart, and others. Some original work required. Prerequisite: MUS-202.

MUS 303: FORM AND ANALYSIS (3) (formerly 75-303)

Harmonic principles underlying chord structures and harmonic rhythm in relationship to form and content; non-harmonic and contrapuntal devices; scores from the seventeenth through the twentieth centuries compared and contrasted to illustrate various approaches to form, texture, orchestration, and extra-musical considerations. Prerequisite: MUS-202 or equivalent.

**MUS 307: MUSIC HISTORY: 18th and 19th CENTURIES (3)
(formerly 75-307)**

Continuation of MUS-208. Late Baroque, Rococo, Classical and Romantic periods. Study of major composers and representative pieces showing stylistic developments and characteristics. Audio-visual experiences and field trips when feasible. Prerequisite: GE-135 or consent of instructor.

MUS 308: MUSIC HISTORY: 20th CENTURY (3) (formerly 75-308)

Developments in music from 1890, including Impressionism, Neoclassicism, Serialism and Electronic Music. Study of major European and American composers and representative pieces. Audio-visual experiences, field trips when feasible. Prerequisite: GE-135 or consent of instructor.

**MUS 313: MUSIC IN EARLY CHILDHOOD EDUCATION (2)
(formerly 75-313)**

Emphasis upon the program of classroom experiences, methods, and materials for guiding children's musical growth from Kindergarten through grade three. Prerequisite: MUS-227 or consent of instructor.

MUS 314: MUSIC IN THE INTERMEDIATE SCHOOL (2) (formerly 75-314)

Emphasis upon the program of classroom experiences, methods and materials for guiding children's musical growth mainly in grades four through nine. Prerequisite: MUS-227 or consent of instructor.

MUS 338: CONDUCTING (2) (formerly 75-338)

Basic technical problems involved in conducting and interpreting instrumental and choral music. Practical experiences provided. Prerequisite: MUS-100 or MUS-227 or consent of instructor.

MUS 345: BRASSWIND CLASS (1) (formerly 75-345)

Practical experience in developing skills and acquiring knowledge about instruments of the brass family.

MUS 346: WOODWIND CLASS (1) (formerly 75-346)

Practical experience in developing skills and acquiring knowledge about instruments of the woodwind family.

MUS 347: PERCUSSION CLASS (1) (formerly 75-347)

Practical experience in developing skills and acquiring knowledge about the percussion family.

MUS 353: VOCAL PEDAGOGY (2) (formerly 75-353)

Vocal anatomy and characteristics; fundamentals and their application. Vocal defects and means of correction. Methods, materials, and procedures for private and group instruction. Consent of instructor required.

MUS 356: PROCEDURES AND PRACTICES IN PIANO TEACHING (2) (formerly 75-356)

Emphasis on piano teaching problems. Methods and materials used in teaching the instrument. Practical experiences in giving piano instruction to pupils at various levels of advancement. Consent of instructor required.

MUS 401: INSTRUMENTATION-ORCHESTRATION AND ARRANGING (2) (formerly 75-401)

Theory and practice of composing, arranging, and adapting music for various musical groups. Study of vocal and instrumental ranges and nature of various band and orchestral instruments, singly and in combination; transposition; familiarization with Bach chorales and the reading of all clefs. Score analysis of representative works. Prerequisite: MUS-202 or equivalent.

MUS 402: COMPOSITION (2) (formerly 75-402)

Designed to guide the student to musical self-expression allowing flexibility in composing for different mediums at his/her own level of creativity. Clear, consistent form and texture in writing stressed. Work to be performed when possible. Prerequisites: MUS-202 and 301 or consent of instructor.

MUS 407: THE AFRO-AMERICAN IN MUSIC (3) (formerly 75-407)

Major emphasis on U.S. performers and developments in music-making of 17th through 19th and early 20th centuries, and U.S. composers, 18th through 20th centuries. Limited attention to folk music and jazz. Also traces performers and creators outside of this country, ca. 900-1900. Prerequisites: GE-135 or consent of instructor.

MUS 428: PIANO LITERATURE (2) (formerly 75-428)

Composers, forms and styles of literature for piano and its ancestors from 17th century to present. Audio-visual experiences provided. Consent of instructor required.

MUS 446: INSTRUMENTAL TECHNIQUES AND CONDUCTING (2) (formerly 75-446)

Addresses methods of organizations, problems of instrumental ensembles, materials and special techniques. Conducting experiences provided and related problems studied. Prerequisite: MUS-338 or equivalent.

MUS 447: CHORAL TECHNIQUES AND CONDUCTING (2) (formerly 75-447)

A capella and accompanied literature for youth and adult choirs. Conducting, style and interpretation, development of tone, vocal problems, rehearsal

procedures, and program building. Practical experiences required of all enrollees. Prerequisite: MUS-338 or equivalent.

MUS 456: CHURCH MUSIC (2) (formerly 75-456)

Investigates repertoire for groups varying in size and composition. Hymnody, personnel and facilities. Audio-visual and out-of-class experiences when feasible. Prerequisites: Performance ability on organ or piano and consent of instructor.

MUS-A 311 through MUS-A 394: APPLIED MUSIC (1 or 2) (formerly 75-311 thru 75-394)

Individual instruction in piano, organ, voice, band, or orchestral instruments with prescribed literature for each level of achievement. Two semester hours credit given on basis of: 1 hour lesson per week, 6 hours of practice per week and attainment of prescribed level of proficiency. One hour of credit given on basis of one 30 minute lesson and 3 hours practice per week.

Music Organizations and Ensembles

Piano*	MUS-A 311	Trombone	MUS-A-370
Organ	MUS-A 318	Baritone Horn	MUS-A 366
Voice	MUS-A 325	Tuba	MUS-A 394
Flute	MUS-A 339	Percussion	MUS-A 333
Oboe	MUS-A 343	Violin	MUS-A 374
Clarinet	MUS-A 348	Viola	MUS-A 378
Bassoon	MUS-A 354	Violoncello	MUS-A 382
Saxophone	MUS-A 358	Bass Viol	MUS-A 386
Trumpet	MUS-A 362	Guitar	MUS-A 388
French Horn	MUS-A 390		

Music Organizations and Ensembles

MUS 200: UNIVERSITY MARCHING AND CONCERT BAND (1) (N/C or 1) (formerly 75-200)

Emphasis placed on development of aesthetic sensitivity and preception through ensemble performance. Appropriate literature for Marching and Concert bands studied and performed.

MUS 210: BRASSWIND ENSEMBLE (1) (formerly 75-210)

Study and performance of chamber music for combinations of brass instruments, not excluding pieces requiring percussion.

MUS 220: WOODWIND ENSEMBLE (1) (formerly 75-220)

Study and performance of chamber music for combinations of woodwind instruments.

MUS 230: PERCUSSION ENSEMBLE (1) (formerly 75-230)

Study and performance of chamber music for combinations of percussion instruments.

* Two hours of piano required for Voice and Instrumental students with little keyboard skill.

MUS 240: COLLEGIANS (DANCE BAND) (1) (formerly 75-000)

Open to all students with necessary proficiency. Performs repertoire of standards and popular arrangements.

MUS 300: UNIVERSITY CHOIR (N/C or 1) (formerly 75-300)

Opportunities for study and performance of sacred and secular music covering many periods of development in choral literature.

MUS 310: CHORAL ENSEMBLE (1) (formerly 75-310)

Study of music for small groups. Investigates styles of different periods through performance.

DEPARTMENT OF PHYSICAL EDUCATION AND HEALTH

The Department of Physical Education and Health offers courses leading to a Bachelor of Science degree with a major in Physical Education. The purpose of this degree-granting program is to prepare at the undergraduate level teachers of Physical Education and Athletic Coaches for positions in the public school systems.

All students entering Elizabeth City State University must select one or two courses from among the physical education service courses and one course in Health Concepts to satisfy the General Studies requirements. The basic purpose of these courses is to teach knowledge, skill and rules of sports for leisure time activities. These courses are so designed that a student is allowed to choose an activity based upon his/her capabilities and interest.

MAJOR**B.S. in Physical Education**

A. General Education Core	47 Sem. Hrs.
B. Major	49 Sem. Hrs.
HLTH 352, 367, 460; PE 100, 116, 174, 178, 241, 243, 245, 300, 363, 370, 375, 380, 382, 392, 400, 470.	
C. Professional Education	27 Sem. Hrs.
EDUC 201, 313, 423, 474; PSYCH 307, 309; READ 315, 318; SPED 460; SPROG 400.	
D. Related Areas	3 sem. hrs.
BIOL 207	
E. Electives	2 sem. hrs.
Total Required for Degree	128 sem. hrs.

COURSE DESCRIPTIONS

HEALTH

GE 185: HEALTH CONCEPTS (2) (formerly 80-137)

Emphasizes understandings that relate to the formation of Health Concepts.

HLTH 352: PRINCIPLES OF COMMUNITY HEALTH (3) (formerly 80-352)
Study of major health problems of groups and prevention and control of diseases.

HLTH 367: FIRST AID AND SAFETY (2) (formerly 80-367)
Theory and methods course in techniques of first aid and prevention and care of athletic injuries.

**HLTH 370: HEALTH IN EARLY CHILDHOOD EDUCATION (2)
(formerly 80-370)**
Provides students with methods and materials necessary to teach health in grades K-3. (For Early Childhood Education Majors.)

**HLTH 371: HEALTH IN INTERMEDIATE EDUCATION (2)
(formerly 80-371)**
Provides students with methods and materials necessary to teach health in grades 4-9. (For Intermediate Education Majors.)

HLTH 460: SCHOOL HEALTH EDUCATION (3) (formerly 80-460)
Principles, methods, materials, resources and teaching aids available for teaching health education. (K-12, for Physical Education Majors.)

HLTH 461: SAFETY EDUCATION (2) (formerly 80-461)
Study of safety techniques and their implementation in school safety programs.

HLTH 462: CURRENT PROBLEMS IN HEALTH (3) (formerly 80-462)
Comprehensive study of relationship of health problems to the social milieu.

HLTH 465: DRUG EDUCATION (3) (formerly 80-465)
Study of social, psychological, and physiological aspects of drug abuse.

HLTH 469: ENVIRONMENTAL HEALTH (3)
Stresses interrelationships between man and his total environment. Health problems of air, noise, water pollution, accidents and radiation exposure.

HLTH 470: HUMAN SEXUALITY (3)
Designed to develop an understanding of physical, mental, emotional, social, economic, and psychological phases of human relations as they are affected by male and female relationships. It implies that man's sexuality is integrated into his total life development as a health entity.

HLTH 480: SEX EDUCATION IN SCHOOL (3)
Current concepts of human sexuality with application for designing curriculums, program implementation, and teaching methodology within the school.

PHYSICAL EDUCATION SERVICE COURSES*

GE 160: BASKETBALL (2)
Presents history, rules, fundamental skills and strategy of basketball for men and women.

* Physical Education uniforms are required for all service courses.

GE 161: DANCE (ELEMENTARY MODERN) (2) (formerly 81-259)

Designed to develop creativity, strength, coordination, and flexibility through Modern Dance. Dance terminology, spatial relationships, and design; dynamic and movement qualities are cognitive skills discussed in this course, which will enhance the student's understanding of dance as an art form.

GE 162: FLAG FOOTBALL (2)

Designed to teach and develop skills and knowledge necessary for enjoyment of touch football as an active participant, and later as a knowledgeable spectator. Instruction includes origin and development, rules and regulations, equipment and facilities, fundamentals of game play, basic formations and offensive and defensive strategies.

GE 163: GOLF (2)

Designed to acquaint students with history, relevant terminology and rules of golf. It should also equip students with fundamental skills of scoring, playing and strategies of golf.

GE 164: JOGGING (2)

Designed to assist students interested in developing a personalized conditioning program to develop better fitness for health. Included are discussions of pertinent physiological considerations necessary for basic scientific understanding of jogging for fitness; developing an effective individualized training program; and special problems associated with jogging for fitness.

GE 165: SLIMNASTICS — WEIGHT CONTROL (2)

Designed to provide students with understanding and tools necessary for proper weight control through diet and exercise. Includes discussions concerning fundamental principles and methods of structuring sound diet and exercise programs.

GE 166: STUNTS AND TUMBLING (2)

Designed to develop strength, flexibility, balance, and coordination through performance of individual, dual, and group tumbling stunts. Emphasis placed upon forward and backward rolls, head stand, hand stand, head spring, mule kick, cartwheel, round off, backextension, and front and back hand springs (walkovers, flips or aerial).

GE 167: SOCCER (2)

Designed to introduce students to the origin and development of soccer as a sport and to aid them to develop basic skills and techniques necessary for effective team and individual play.

GE 168: VOLLEYBALL (2)

Designed to enhance student's physical fitness and recreative activity through volleyball. History, terminology, proper uses of equipment, rules, and fundamental skill will be presented. Emphasis placed upon techniques of the bump pass, chest pass, serve (overhead, underhand), spike, block and basic offensive and defensive strategy.

GE 169: WEIGHT-TRAINING (2)

Designed for students interested in developing individualized programs for physical fitness and strength improvement. Included are discussions of physiological considerations necessary for basic scientific understanding of weight-training for fitness and strength improvements. Developing an effective individualized weight-training program and problems associated with weight-training for fitness and strength development, such as fatigue and muscular soreness, and self-testing and evaluation of the weight-training program in terms of fitness and strength gains.

GE 170: WRESTLING (2)

Designed to improve the student's skill and knowledge for the enjoyment of the sport. Instruction will include history, basic rules, techniques and fundamentals, such as referee's standing position, referee's position on the bottom, leg drop or leg dive, single leg hold and trip, standing switch, arm drag, arm roll, sit outs, stand up, and pinning combinations. Students will also learn strategy, safety rules and terminology of wrestling.

GE 172: BADMINTON (2)

Designed for beginning players, and covers appropriate beginning skills such as basic footwork, forehand and backhand grips, overhand clear, forehand and backhand drives, and smash and net shots.

GE 173: SWIMMING I (2) (formerly 81-215)

Designed to develop basic water safety skills and knowledge that will enable students to be reasonably safe while in, on, or about the water. Students will be actively involved in developing basic skills in adjustment, buoyancy, propulsion, breathing, coordinating stroking (front and back), and diving.

GE 174: SWIMMING II (2) (formerly 81-216)

Designed to provide individuals with an opportunity to experience continued success in a reasonable period of time and thus motivate them to continue water safety training. Students will be actively involved in developing skills in breath control, rhythmic breathing, survival floating, treading, changing positions, elementary backstroke, crawl stroke, diving, underwater swimming and the use of PFD's. Prerequisite: GE 173 or consent of Instructor.

GE 175: INTERMEDIATE SWIMMING (2) (formerly 81-315)

Designed to provide students with opportunities to learn the elements of good swimming by providing a wide variety of strokes, treading, sculling, underwater swimming, and basic elements of rescue. Prerequisite: GE 173, 174 or consent of Instructor.

GE 178: GYMNASTICS (2) (formerly 81-109)

Gymnastic activities involving the use of the horizontal bar, parallel bar, rings, side horse, long horse vault and trampoline. Prerequisite: Consent of Instructor.

GE 179: ARCHERY (2)

Provides students with skills and knowledge necessary for enjoyment of archery. Instruction includes parts of the bow and arrow, correct way to

brace and unbrace a bow, correct way to choose the proper arrow length, steps and techniques of shooting, safety precautions and scoring procedures.

GE 180: BOWLING (2)

Designed to develop skill in scoring, ball selection and grip, approaches, releases, methods of aiming, and the etiquette of bowling.

GE 181: FIELD HOCKEY (2)

Provides students with an understanding of history, terminology, rules, proper uses; and care of equipment, fundamental skills, and basic strategy of field hockey. Emphasis placed on dribble, carrying position, passing, drive, scoop, flick, tackling, goalkeeping and fielding.

GE 182: SOFTBALL (2)

Provides students with knowledge, skill and an understanding of softball. Emphasis placed upon history of softball, its rules, team strategy and terminology associated with the game. Special emphasis on techniques involved in batting, base running, fielding and pitching.

GE 183: BEGINNING TENNIS (2)

Designed to familiarize students with basic rules, regulations, and skills necessary to enjoy tennis as a recreational activity. Instruction includes proper grips, forehand and backhand strokes, and the serve.

GE 184: DANCE (FOLK AND SQUARE) (2)

Designed to enhance the student's physical, cognitive and social development through folk and square dance. History, terminology and dance steps used in American square dance and international folk dance are the major areas of instruction.

GE 187: INTERMEDIATE TENNIS (2)

Designed for the student to achieve a high degree of efficiency in advanced skills and strategies. Skill instruction includes volley, lob, smash, and drop shots. Students should be able to perform the slice serve, the lob, drop, smash, and half-volley shots. Advanced students should know strategy and tactics for rallies, games, sets and matches, along with developing single and double elimination tournaments. Prerequisite: GE 183 or consent of Instructor.

GE 188: LIFESAVING (2) (formerly 81-415)

Designed to provide students with an opportunity to develop skills and knowledge in water safety, swimming and rescue techniques that will enable them to save themselves and others in the event of accident. Provides opportunity for individuals to learn how to determine the safety of areas in which swimming activities are to take place; to acquire an understanding and knowledge of hazards involved in aquatic activities which are not properly conducted; to develop skills in non-swimming and swimming rescue techniques; and to develop skill in the act of resuscitation. Course meets the certification requirements of the American Red Cross.

GE 189: WATER SAFETY (2)

Designed to provide students with theoretical and practical knowledge for teaching swimming, lifesaving, and water safety courses by offering instruction in methods, materials, and techniques. Students will be actively involved in reviewing and analyzing their personal swimming and lifesaving skills, and those of their classmates; developing the techniques of recognizing and correcting faults that affect the learning of swimming; understanding the "laws of learning" as they affect swimming and constructing and designing lesson plans and teaching formulas. Prerequisites: GE 173, 174, 175 or consent of Instructor.

GE 190: SLIMNASTICS-WEIGHT-CONTROL II (2)

Designed to provide students with an in-depth understanding of weight-control through diet and exercise. Emphasis placed upon developing sound individualized diet and exercise programs. Prerequisite: GE 165.

GE 191: PADDLEBALL (2)

Provides instruction and practice in basic skills and techniques of paddleball. Classroom and laboratory lectures include game strategies, rules and regulations, and selection and maintenance of equipment.

PHYSICAL EDUCATION MAJOR COURSES**PE 100: INTRODUCTION TO HUMAN KINETICS (2)**

Nature and scope of human kinetics and leisure studies; scientific bases of physical education and athletic programs; orientation to professional competencies.

PE 240: TEAM SPORTS (2) (formerly 81-340)

Experience, practice in fundamental techniques and knowledge of rules used in teaching football, soccer, speedball, basketball, volleyball and field hockey.

PE 241: INDIVIDUAL AND DUAL SPORTS (2) (formerly 81-241)

Instruction and participation in badminton, golf and other individual and dual sports.

**PE 245: HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION (3)
(formerly 81-245)**

Course in foundations and/or principles, which sets forth the scientific bases and guides in their implications for teaching programs.

PE 300: EXERCISE PHYSIOLOGY (3)

Analysis of human functions under stress of muscular activity. Designed to provide a basis for study of physical fitness and athletic training. Prerequisites: BIOL 139, 141, and 207.

PE 302: MOVEMENT EDUCATION (2) (formerly 81-364)

Required for Early Childhood Education (K-3) and Intermediate Education (4-9) majors. Designed to identify structure of the foundational knowledge of movement and the processes of becoming physically educated. Emphasis

given to selection of materials, teaching techniques, and skill development of students in kindergarten through ninth grade.

PE 363: PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL (2) (formerly 81-363)

Methods and materials in teaching elementary school physical education (K-9).

PE 370: KINESIOLOGY (3) (formerly 81-370)

Action of muscles involved in fundamental movements, calisthenics, sports, and gymnastics. Prerequisites: BIOL 141, 207; GE 154; PE 300.

PE 375: ORGANIZATION AND ADMINISTRATION (3) (formerly 81-375)

Effective procedures for organization, administration, and supervision of health and physical education in relation to the whole school program.

PE 380/381: COACHING AND OFFICIATING (2/2) (formerly 81-360 and 81-361)

Theory and strategy of coaching selected Fall, Winter, Spring, and Summer sports. Reading, discussion, and practice of sports selected. Techniques of officiating.

PE 382: CURRICULUM (2) (formerly PE 392 — Separation of Curriculum and Evaluation)

Conceptual approach to curriculum design and teaching, including planning and organization, selection and use of physical education materials.

PE 392: EVALUATION (2)

Introduction to measurement techniques and evaluation. Basic evaluative measurement techniques: selection, administration and interpretation of standardized tests; test construction, evaluation procedures, and statistical analysis. Prerequisite: MATH 113.

PE 400: SUPERVISION AND PRACTICE (2)

Designed to give an understanding of programs, curriculum, facilities, equipment and teaching of physical activities in a practicum setting. Prerequisites: PE 360, 361, 363, 383.

PE 401: MODULES OF TEACHING TECHNIQUES (2)

Analysis of various teaching styles in Physical Education. Emphasis on command, task, reciprocal and discovery styles. Course is practicum oriented, providing students with opportunities to develop and refine teaching styles. Prerequisites: EDUC 201, 307, 313; PE 382, 392, 474.

PE 453: RECREATIONAL LEADERSHIP (2) (formerly 81-453)

Primarily for preparation of play leaders and counselors at camps, play centers, community centers, and playgrounds. Philosophy and principles of recreation.

PE 470: ADAPTIVE PHYSICAL EDUCATION (2) (formerly 81-470)

Classification of typical students who require modified programs in physical education: activities and class organization suitable for required or special physical education classes.

PE 471: MAJOR PRACTICE (1) (formerly 81-471)

Senior laboratory experience. Students assigned to assist an instructor in Freshman physical education courses to gain practice in coaching, officiating, teaching skills, under competent leadership.

**PE 473: METHODS IN TEACHING DRIVER EDUCATION (3)
(formerly 81-473)**

Methods and materials in teaching driver education and traffic safety.

DEPARTMENT OF PHYSICAL SCIENCES

The Department of Physical Sciences provides quality curricula in Chemistry (teaching and non-teaching) for students preparing for secondary school teaching and non-teaching careers in chemistry. These curricula are also designed to prepare students for advanced studies and for applied chemistry careers.

The Department offers a non-teaching curriculum in Physics, which is designed to prepare students for advanced studies in physics and provides a background to continue in an applied physics program at another institution.

Under the non-teaching program in chemistry, a student may choose a major in chemistry with a minor in Business Administration or a major in chemistry with a minor in Environmental Science.

Students majoring in chemistry and physics have the opportunity to work on small-scale research problems. The student may elect to work on a problem in the area of analytical chemistry, biochemistry, inorganic chemistry, organic chemistry and physical chemistry. In physics students may elect to work on problems related to mechanics, optics, theoretical physics, solid state physics and others. Students working on chemistry research problems develop skills, techniques and acquaintance with a variety of pieces of modern instruments and/or equipment. Students selecting a chemistry or physics research project must have Senior status.

Both curricula in chemistry and physics are designed to serve students preparing for careers in other majors such as biology, geology, industrial technology, mathematics, pre-med, pre-dental, health and related allied health sciences so they can meet their chemistry and physics requirements.

Students from the Department of Biology and other departments may also earn a major in chemistry which will enable them to complete a double major upon meeting requirements set forth by the respective chemistry curriculum chosen, as well as other Departmental requirements.

MAJOR

B.S. in Chemistry (teaching)

A. General Education Core	47
B. Major Courses	34
CHEM: 101, 102, 103, 202, 301, 303, 304, 350, 403, 404	
C. Professional Education	29
EDUC: 201, 313, 418, 474; PSYCH 308, 309; READ 318	
SPED: 460; SPROG: 400, 418, 474	
D. Required Related Area Courses	21
MATH: 111, 112, 113; BIOL: 142; PHYS: 181, 182	
Total Required for Degree	131

MAJOR

B. S. in Chemistry (non-teaching)

A. General Education Core	47
B. Major Courses	38
CHEM: 101, 102, 103, 202, 301, 302, 350, 403, 404,	
405; Chemistry Elective (3) semester hours	
C. Required Related Area Courses	43
BIOL: 141, 142; TECH: 353; PHYS: 181, 182, 481, 482;	
MATH: 109, 111, 112, 113; CMPSC: 101, 102	
D. Electives	4
Chemistry Electives	
Total Required for Degree	132

MAJOR

B. S. in Chemistry with a minor in Business Administration (non-teaching)

A. General Education Core	47
B. Major Courses	34
CHEM: 101, 102, 103, 202, 301, 302, 350, 403, 404	
C. Minor Courses	21
BUS: 114, 209, 221, 443, 445; ACCTG: 215, 216	
D. Required Related Area Courses	28
BIOL: 141, 142; MATH: 109, 111, 112, 113; PHYS: 181, 182	
Total Required for Degree	130

MAJOR

B. S. in Chemistry with a minor in Environmental Science (non-teaching)

A. General Education Core	47
B. Major Courses	32
CHEM: 101, 102, 103, 202, 301, 302, 403, 404	
C. Minor Courses	18
ENVSC: 101, 301, 311, 312, 313; ECOL: 301	

D. Required Related Area Courses	34
MATH: 109, 111, 112, 113; BIOL: 141, 142, 302;	
PHYS: 181, 182, 203	
Total Required for Degree	131

MAJOR

B. S. in Physics (non-teaching)	
A. General Education Core	47
B. Major Courses	45
PHYS: 181, 182, 201, 203, 301, 302, 310, 320, 330, 481,	
482, 431; 432, 441, 442	
C. Required Related Area Courses	37
CHEM: 101, 102 BIOL: 141, 142 CMPSC: 101, 102	
MATH: 109, 111, 112, 113, 411	
Total Required for Degree	129

MINORS

CHEMISTRY

Required Courses:

CHEM 101, 102, 103, 202, 301, 302 and Chemistry

Elective (4 Sem. Hrs.)

Total Required for Minor 28 Sem. Hrs.

PHYSICS

Required Courses:

PHYS 181, 182, 201, 202, 203, 301, 310, 320, 330

Total Required for Minor 28 Sem. Hrs.

CONCENTRATION

General Science for Intermediate Education Majors

CHEM 101, 102; PHYS 181, 182, 185, 203

Recommended Biological Science Courses: BIOL 141, 142

Recommended Ecology Courses: ECOL 301, 302, 303

Students may earn a concentration in general science by completing eighteen (18) semester hours of course work from the three areas above. Each course must be passed with a minimum grade of "C". It is recommended that a student take a semester of chemistry, a semester of physics and both biology courses (zoology and botany) and may choose one other course from earth science, astronomy or ecology.

Total Required for Concentration 18 Sem. Hrs.

PHYSICAL SCIENCES

GE 150: PHYSICAL SCIENCE SURVEY (3) (formerly 31-138)

Introduces students to concepts and basic facts of the physical sciences including geology, astronomy, physics, chemistry and meteorology. Importance of the interrelations of science areas in problem solving and understanding physical science included in methodology. Lecture — two hours; Laboratory — two hours.

PHYS 181/182: GENERAL PHYSICS (4/4) (formerly 31-181/182)

Fundamental principles of physics based on elementary algebra and trigonometry. First semester: vector, mechanics of particles and rigid bodies covering kinematics and dynamics; heat and kinetic theory of gases. Second semester: Electrostatics and electrodynamics (mostly current electricity), wave motions involving light and sound. Lecture — three hours; Laboratory — two hours. Prerequisite: Math 109

PHYS 185: EARTH SCIENCE (3) (formerly 31-185)

Earth's surface, crystal formation and composition; destructional forces, mountain building, volcanoes, earthquakes; history of the earth, age of the earth; the earth in space; atmosphere; weather and climate of the earth. Lecture — two hours; Laboratory — two hours.

PHYS 201/202: MECHANICS I & II (3/3) (formerly 31-201/202)

Introduces to physics majors or minors the kinematics of particle and rigid bodies based on vector calculus. Deals with the dynamics of particles followed by elementary introduction to relativistic kinematics. Students are advised to take Calculus 32-111 simultaneously. Prerequisites: Math 109; Phys 182

PHYS 203: ELEMENTARY ASTRONOMY (3)

Designed for both science and non-science majors. Presents a clear, vivid, non-mathematical treatment of the frontiers of modern astronomy. Students become conversant and acquainted with new developments regarding pulsars, black holes, quasars and controversies surrounding the redshifts and other phenomenological concepts concerning astronomy. Prerequisites: Phys 181/182 desirable but not mandatory.

PHYS 238: PHYSICAL CONCEPTS (3) (formerly 31-238)

Fundamental ideas regarding principles of physics, chemistry, weather, earth science and astronomy as they are related to one another. Continues subject matter of GE 150; extends into more specific concepts of physical sciences, embodying additional skills in the laboratory and additional subject matter necessary to greater understanding of the physical sciences in general and in teaching. Lecture — two hours; Laboratory — two hours; Prerequisites: GE 150; Math 111.

PHYS 301/302: ELECTRICITY & MAGNETISM (3/3) (formerly 31-301/302)

Gives a rigorous foundation of the principles of electricity and magnetism

based on vector calculus. Maswell's theory of electromagnetic radiation treated in a simple way. Prerequisites: Phys 202; Math 112

PHYS 310: OPTICS (3) (formerly 31-310)

Basic ideas of propagation of light, first considered as rays and then as waves. Such topics as interference, diffraction, polarization treated in detail. Knowledge of Electricity and Magnetism (Phys 301/302) is desirable but not necessary. Prerequisites: Phys 182; Math 112

PHYS 320: THERMODYNAMICS (3) (formerly 31-310)

Concepts of thermodynamics systems and laws of thermodynamics. Also treats the basis of the kinetic theory of gases. Prerequisites: Phys 202; Math 115

PHYS 321: ELECTRONICS (3)

Intermediate course in applied electrons. Study of basic components, circuits and systems in modern electrical instrumentation. Emphasis on transistor, Field Effect Transistors (FET), and Silicon Controlled Rectifier (SCR). One lecture and two laboratory periods each week. Prerequisites: Phys 181, 182, 301, 302.

PHYS 330: JUNIOR LABORATORY (2) (formerly 31-330)

Designed to introduce students to experimental verification of some principles of physics, which could not be done in General Physics Laboratory. Prerequisite: Phys 182

PHYS 431/432: SENIOR LABORATORY (1/1) (formerly 31-431/432)

Designed to acquaint students with advanced experiments. Prerequisite: Phys 330

**PHYS 441/442: MATHEMATICAL METHODS OF PHYSICS (3/3)
(formerly 31-441/442)**

Acquaints students with basic mathematical tools necessary to study physics. Such topics as special functions, orthogonal functions, calculus of variations, wave equations, operator algebra introduced in a selective way. Prerequisite: Math 113

PHYS 481/482: MODERN PHYSICS (3/3) (formerly 31-481/482)

Relativistic kinematics and dynamics, particle aspects of electromagnetic radiation, quantum effects, the hydrogen atom, qualitative treatment of many electron atoms, nuclear structure and reaction, elementary particles, molecular and solid state physics. Prerequisite: Phys 182

PHYS 484: QUANTUM MECHANICS (3)

Basic principles of quantum mechanics covering the Schroedinger Wave Equation, operators and transformation theory, angular momentum, atomic structure and perturbation theory. Lecture — three hours; Prerequisites: Math 113, 411

PHYS 486: PHYSICS SEMINAR (1/3)

Covers subjects related to current developments in physics. Prerequisite: Departmental permission.

PHYS 487: SOUND AND VIBRATION (3)

Fundamentals of periodic phenomena; wave motion in solid, liquid gaseous media; introduction to acoustics. Lecture — two hours; Laboratory —one hour; Prerequisites: Math 113; Phys 182

COURSE DESCRIPTIONS

CHEMISTRY

CHEM 101/102/103: GENERAL CHEMISTRY (4/4) (formerly 30-101/102/103)

General Chemistry is now a tri-semester course designed for chemistry majors, health science majors and related allied science majors. First semester: treats in depth underlying fundamental concepts of chemistry starting with measurements, formulas and equations, atomic structure and bonding, relationship of periodic classification of gases and liquids. Second semester: topics such as solutions, acids, bases and salts, oxidation-reduction, chemical equilibrium through topics on noble gases. Third semester: topics involving analytical principles (qualitative analysis) and principles of elementary inorganic chemistry. Lecture — three hours; Laboratory —two and one half hours. Prerequisite: Consent of department chairperson and instructor.

CHEM 202: QUANTITATIVE ANALYSIS (4) (formerly 30-202)

Theory, calculation and techniques of gravimetric, titrimetric and photometric methods of analysis are treated. Thorough coverage of topics on ionic equilibria, weak electrolytes, solubility products, complexions, and redox reactions. Lecture — two hours; Laboratory — four hours. Prerequisites: Chem 102

CHEM 301/302: ORGANIC CHEMISTRY (4/4) (formerly 30-301/302)

Reviews some of essential concepts of general chemistry. Qualitative and quantitative aspects of bond formation making use of valence-bond theory, molecular-orbital theory and electron-spin resonance concepts. Thorough coverage of preparation, nomenclature and properties of aliphatics, atomic and alicyclic compounds. Spectroscopic methods and techniques introduced and utilized in laboratory as appropriate. Four important spectroscopic methods will be utilized: Nuclear Magnetic Resonance (NMR), Infrared Spectroscopy (IR), Ultraviolet/Visible Spectroscopy, and Gas Chromatography. Some exercises in the interpretation of spectra. Lecture —three hours; Laboratory — four hours. Prerequisite: Chem 102.

CHEM 350: CHEMISTRY SEMINAR (1-3) (formerly 30-350)

Gives chemistry majors a chance to report on recent advancements in chemistry. Reports may be developed from actual research work conducted by the student or generated from the literature. Two reports will be presented to an audience of faculty and students in chemistry and related areas by

each student enrolled in course. Students may enroll for up to three semester hours credit. Prerequisite: Chem 302

CHEM 401/402: BIOCHEMISTRY (4/4) (formerly 30-401/402)

Two-semester course in introductory biochemistry for chemistry and biology majors. Emphasis on topics in general biochemistry, including the biochemistry of carbohydrates, lipids, proteins, nucleic acid, enzymes, blood and respiration. Provides introduction to intermediary metabolism and the roles of vitamins, minerals, hormones and nutrition. Laboratory work illustrates biochemistry of enzymes and provides experiences in some major research techniques of modern chemistry. Lecture — three hours; Laboratory — four hours. Prerequisite: Chem 202

CHEM 403/404: PHYSICAL CHEMISTRY (4/4) (formerly 30-403/404)

Introductory courses for students wishing to specialize in chemistry and those requiring some knowledge of physical chemistry in connection with solvents, complex ions, catalysis, nuclear chemistry, tracer studies, and colloids. Laboratory experiments emphasize keener development in techniques of synthesis and analysis of pure inorganic substances. Lecture —three hours. Prerequisite: Chem 402

CHEM 499: CHEMICAL RESEARCH (2) (formerly 30-499)

Faculty supervision of student research in chemistry. Open to Junior and Senior students with demonstrated ability to carry out independent work in chemistry. Students may re-enroll for up to two semester hours credit. Prerequisite: Consent of instructor.

CHEM 405: INSTRUMENTAL METHODS OF CHEMICAL ANALYSIS (4)

Use of modern instruments for chemical analysis involving spectrophotometric, electro-analytical and chromatographic techniques. Laboratory — six hours. Prerequisites: Chem: 201, 301, 302, 403, 404; Phys 181, 182 or consent of instructor.

CHEM 410: ADVANCED TOPICS IN CHEMISTRY (3)

Covers one or more of the following areas: chemical thermodynamics, atomic and molecular spectra, quantum mechanical theories of chemical bond, applications of physical methods in determination of molecular structure and radiochemistry. Prerequisites: Chem 201, 301, 302, 403, 404

CHEM 415: ADVANCED INORGANIC CHEMISTRY (4)

Thorough and modern treatment of atomic structure of elements, nature of the chemical bond, modern acid-base theory in aqueous and non-aqueous solvent, complex ions, catalysis, nuclear chemistry, tracer studies, and colloids. Laboratory experiments emphasize keener development in techniques of synthesis and analysis of pure inorganic substance. Lecture —three hours; Laboratory — four hours. Prerequisites: Chem: 201, 301, 302, 403, 404

DEPARTMENT OF SOCIAL SCIENCES

The Department of Social Sciences administers course offerings in Anthropology, History, Criminal Justice, Philosophy, Political Science, Sociology, and Sociology/Pre-Social Work.

Through its offerings, the Department acquaints students with social groupings and social forces which affect human behavior. Its major objectives are: (1) to offer work leading to the bachelor's degree; (2) to provide students with experiences which will enable them to live intelligently in group life; (3) to prepare students to interpret relationships between human activities and the natural environment; (4) to enable students to understand factors which shape world culture; and (5) to help students better understand their own personalities and to identify ways in which social institutions can be improved through the contributions of the individual citizen.

The Department provides a teaching and non-teaching degree programs for majors in Social Sciences; non-teaching degree programs are Criminal Justice, History, Political Science, Sociology, and Sociology/Pre-Social Work; and minors in Criminal Justice, Political Science, and Black Studies. The curricula for majors are also designed to prepare students for graduate and professional study.

The teacher-training programs lead to the Bachelor of Science degree. Most non-teacher-training programs lead to the Bachelor of Arts degree.

The Department also offers a minor or concentration to students following other disciplines. It provides, in addition, such courses as those required in the General Education curricular patterns of all departments. Students may also elect courses for their enrichment.

Social Sciences Education Program: seeks to develop competencies needed for teaching in the secondary schools. The Program is designed to help students gain competencies that will enable them to develop understanding based on data, generalizations, and interdisciplinary concepts drawn from the various social sciences. A minimally satisfactory level of competencies must be met by each student before exiting the teaching program. The student who plans to teach social studies in the secondary school must be competent in both subject matter and skills. The former is provided by courses in the content field while the latter is primarily the function of those responsible for the professional education courses.

Field Experience

Students pursuing the B.A. degree in Sociology/Pre-Social Work and the B.S. degree in Criminal Justice will be permitted to enter the

programs during the first semester of their Junior year. Students entering the programs must have maintained a minimum grade average of 2.00 in all courses. During the Senior year, students will intern for a period of eight weeks in state or local social welfare or law enforcement agencies cooperating with Elizabeth City State University.

The purpose of the internship programs is to offer students an opportunity to integrate classroom knowledge with practical experience. By so doing, each intern will develop specific learning objectives that can be reviewed and identified from time to time. Through each service-learning experience, the intern will establish the necessary techniques that will be regarded as worthwhile by the organization or group with whom the intern is affiliated, by the intern and by the faculty mentor.

Criminal Justice Degree Program: (formerly POLICE SCIENCE TECHNOLOGY that was initiated during the 1976-1977.) Name changed from Police Science Technology to Criminal Justice with specializations in Juvenile Justice and Corrections, Fall Semester, 1980.

The program seeks to educate both new students and personnel currently in this field, by encompassing a broad general studies program with specific courses to further individual development. Students will learn to use modern analytical equipment in criminal investigation.

Law enforcement officers who have graduated from a two-year accredited community college or technical institute with an Associate Degree in Criminal Justice, Law Enforcement, etc., and who satisfy the General Education Program requirements at Elizabeth City State University may be admitted to this program with Junior status.

History Degree Program: seeks to provide a sound undergraduate education for students who may desire after graduation, to pursue graduate studies in history, government, international relations, law, or journalism; to develop skills and techniques in finding, evaluating, and reporting varied facts and information; to foster attitudes of respect, appreciation, admiration, tolerance, and broad-mindedness toward our people and culture and people of ancient and modern civilizations; and to introduce the student to man's political, social, economic, and cultural heritage.

Political Science Degree Program: seeks to provide undergraduate studies in Political Science; prepare students for graduate studies in Political Science and related fields; develop an understanding of the organization of local, state, and federal government; enable

students to comprehend the formation and execution of public policy; prepare candidates for governments jobs; and facilitate admission to law schools.

Sociology Degree Program: seeks to provide undergraduate instruction in Sociology and to prepare students to pursue graduate study in Sociology or in other related areas; to train students to emulate their practices in application of sociological knowledge to improve social well-being in American society; to identify, understand, evaluate, and implement the various sociological perspectives and assumptions developed by sociologists in their attempt to interpret and explain human behavior under investigation; and to encourage students to express their ideas to support as well as to challenge existing sociological theories and perspectives.

Pre-Social Work Degree Program: seeks to provide undergraduate instruction in Sociology/Pre-Social work, and to prepare students for careers in Social Work, including preparation for immediate employment and for continued learning in professional and graduate schools. The program also seeks to: teach selected aspects of human growth and social development; provide and teach knowledge content in social welfare professions, philosophies, policies, and legislation and teach content in the methodology of services with actual practice in the provision of services.

MAJOR

B.S. in Criminal Justice

- A. General Education Core 47 Sem. Hrs.
- B. Major 30 Sem. Hrs.
 - LEEP 201, 206, 218, 310, 312, 316, 391,
489, 499
- C. Related Areas 27 Sem. Hrs.
 - SOC 302; ENGL 227; SPCH 314; POLSC
306; HIST 255, 256;
SOCIAL SCIENCE ELECTIVES (9)
- D. Electives 23 Sem. Hrs.
- Total Required for Degree 127 Sem. Hrs.

MAJOR

B.A. in Sociology (Non-Teaching)

- A. General Education Core 47 Sem. Hrs.
- B. Major 30 Sem. Hrs.
 - SOC 201, 204, 245, 297, 305, 306, 354,
385, 488, 499

- C. Related Areas 24 Sem. Hrs.
HIST 255, 256; SOC 302, 401, 412, 387;
LEEP 391, 491
- D. Electives 26 Sem. Hrs.
- Total Required for Degree 127 Sem. Hrs.

MAJOR

B.S. in Social Sciences Education, Concentration in Sociology (Teaching)

- A. General Education Core 47 Sem. Hrs.
- B. Concentration 21 Sem. Hrs.
SOC 202, 245, 297, 302, 360, 385, 401
- C. Professional Education 29 Sem. Hrs.
PSYCH 308, 309; EDUC 201, 313, 417, 466;
READ 318; SPED 460; SPROG 400
- D. Related Areas 24 Sem. Hrs.
HIST 255, 256; POLSC 301; SOC 201, 204,
306, 481; ECON 301
- E. Electives 6 Sem. Hrs.
- Total Required for Degree 127 Sem. Hrs.

MAJOR

B.A. in Sociology/Pre-Social Work (Non-Teaching)

- A. General Education Core 47 Sem. Hrs.
- B. Major 30 Sem. Hrs.
SOC 205, 245, 340, 344, 363, 364, 401
443, 445
- C. Related Areas 27 Sem. Hrs.
ENG 227, ECON 301; HIST 255, 256; SOC
201, 202, 204, 343, 385
- D. Electives 23 Sem. Hrs.
- Total Required for Degree 127 Sem. Hrs.

MAJOR

B.A. in History, Concentration in American History (Non-Teaching)

- A. General Education Core 47 Sem. Hrs.
- B. Concentration 21 Sem. Hrs.
HIST 251, 385, 387, 451, 452, 453, 458
- C. Related areas 33 Sem. Hrs.
HIST 255, 256, 386, 473, 377, 397; POLSC
302, 401, 403, 404, 483
- D. Electives 26 Sem. Hrs.
- Total Required for Degree 127 Sem. Hrs.

MAJOR

B.A. in History, Concentration in European History

(Non-Teaching)

- A. General Education Core 47 Sem. Hrs.
- B. Concentration 21 Sem. Hrs.
HIST 251, 385, 386, 461, 465, 467
- C. Related Areas 33 Sem. Hrs.
HIST 255, 256, 454, 473, 477, 497; POLSC
302, 303, 401, 404, 483
- D. Electives 26 Sem. Hrs.
- Total Required for Degree 127 Sem. Hrs.

MAJOR

B.A. in Political Science (Non-Teaching)

- A. General Education Core 47 Sem. Hrs.
- B. Major 30 Sem. Hrs.
POLSC 200, 301, 302, 303, 304, 306, 307,
404, 483; LEEP 310
- C. Related Areas 24 Sem. Hrs.
HIST 255, 256, 385, 386, 387; SOC 301,
305 or HIST 250; PHIL 251
- D. Electives 26 Sem. Hrs.
- Total Required for Degree 127 Sem. Hrs.

MAJOR

B.S. in Social Sciences Education (General-Teaching)

- A. General Education Core 47 Sem. Hrs.
- B. Major 30 Sem. Hrs.
SOC 201, 202, 302, 360, 481, 305 or HIST
250; HIST 255, 256; POLSC 301, 304
- C. Professional Education 29 Sem. Hrs.
PSYCH 308, 309; EDUC 201, 313, 417, 466;
READ 318; SPED 460; SPROG 400
- D. Related Areas 15 Sem. Hrs.
HIST 385, 386, 458, 473; GEOG 205
- E. Electives 6 Sem. Hrs.
- Total Required for Degree 127 Sem. Hrs.

MAJOR

B.A. in Social Sciences (General-Non-Teaching)

- A. General Education Core 47 Sem. Hrs.
- B. Major 30 Sem. Hrs.
HIST 255, 256, 387; SOC 201, 202, 360,
305 or HIST 250; POLSC 301, 303, 304

- C. Related Areas 27 Sem. Hrs.
 HIST 385, 386, 465, 473, 477; SOC 204,
 302, 306, 401
- D. Electives 23 Sem. Hrs.
 Total Required for Degree 127 Sem. Hrs.

MAJOR

B.S. in Social Sciences Education, Concentration in History (Teaching)

- A. General Education Core 47 Sem. Hrs.
- B. Concentration 21 Sem. Hrs.
 HIST 251, 255, 256, 376, 385, 386, 458
- C. Professional Education 29 Sem. Hrs.
 PSYCH 308, 309; EDUC 201, 313, 417, 466;
 READ 318; SPED 460; SPROG 400
- D. Related Areas 24 Sem. Hrs.
 POLSC 301; ECON 301; SOC 201, 202, 481
 HIST 451, 453, 473
- E. Electives 6 Sem. Hrs.
 Total Required for Degree 127 Sem. Hrs.

MINORS

American History

Required Courses:

HIST 251, 385, 387, 451, 452, 453, 458

Total Required for Concentration 21 Sem. Hrs.

Black Studies

Required Courses:

ENGL 458; DRAMA 425; HIST 251, 473; SOC

302; ART 432; MUS 407

Total Required for Minor 21 Sem. Hrs.

Corrections

Required Courses:

LEEP 204, 487, 490; Major Course Electives

(LEEP 312, 391)

Total Required for Minor 21 Sem. Hrs.

Criminal Justice

Required Courses:

LEEP 201, 204, 206, 210, 218, 312, 489

Total Required for Minor 21 Sem. Hrs.

Juvenile Justice

Required Courses:

LEEP 210, 491, 499; Major Course Electives

(LEEP 206, 218, 316)

Total Required for Minor 21 Sem. Hrs.

Sociology

Required Courses: SOC 201, 245, 297, 305, 306,

354, 385

Total Required for Minor 21 Sem. Hrs.

Political Science

Required Courses:

POLSC 200, 301, 302, 304, 306, 307, 404

Total Required for Minor 21 Sem. Hrs.

Black Studies for Intermediate Education Majors

Required Courses:

HIS 251; SOC 305; ART 432; MUS 407; ENGL 458;

DRAMA 425

Total Required for Concentration 18 Sem. Hrs.

Social Studies for Intermediate Education Majors

Required Courses:

HIST 255, 256, 376; SOC 201 or 204; GEOG 201;

POLSC 301

Total Required for Concentration 18 Sem. Hrs.

COURSE DESCRIPTIONS

HISTORY

GE 140: HISTORY OF WORLD CIVILIZATION (3) (formerly 41-147)

World Civilization from prehistoric times to 1650. Survey of political, economic, social, and intellectual history of major world civilizations before the period of Western domination. Particular emphasis upon ancient Egypt and Mesopotamia, ancient India and China, native cultures in the Americas, Islam at its height, Afro-Islamic kingdoms of West Africa, classical Mediterranean civilizations, medieval Europe, Renaissance, Reformation, and Age of Discovery.

GE 141: HISTORY OF WORLD CIVILIZATION (3) (formerly 41-148)

Continuation of World Civilization from 1650 to present. Emergence of modern nation-states of Europe; Enlightenment, democratic revolutions, Industrial Revolution, 19th-century imperialism, World War I, rise of Communism and Fascism, World War II, and the Cold War.

HIST 250: AFRO-AMERICAN HISTORY TO 1865 (3) (formerly 41-250)

African backgrounds of black Americans and the part they played in exploration, discovery, and development of America.

HIST 251: AFRO-AMERICAN HISTORY FROM 1865 TO PRESENT (3) (formerly 41-251)

Continuation of HIST 250. Study of black American's relationship with constitutional, political, economic, social, and cultural development of the United States. Prerequisites: HIST 250, 256 or consent of instructor.

HIST 255: AMERICAN HISTORY TO 1865 (3) (formerly 41-255)

General political, constitutional, and economic development of the United States from the Colonial Period to the end of the Civil War. Prerequisites: GE 140, 141.

HIST 256: AMERICAN HISTORY SINCE 1865 (3) (formerly 41-256)

Continuation of HIST 255. Analysis of political, constitutional, social, and economic growth of United States from Civil War to present. Emphasis on Reconstruction, economic depressions, and the two World Wars as factors in American growth and development. Prerequisite: HIST 255.

HIST 376: HISTORY OF NORTH CAROLINA (3) (formerly 41-376)

General survey of political, economic, and social history of North Carolina. Problems of North Carolina growth and development and their relationship to problems of growth and development of the nation as a whole.

HIST 380: THE RENAISSANCE AND REFORMATION, 1300-1648 (3) (formerly 41-380)

Treatment of intellectual, political, social and economic developments in both Italy and Northern Europe, stressing medieval roots and transition venture of the movement; Protestant Reformation and Catholic or Counter Reformation. Prerequisites: GE 140, 141.

HIST 381: THE AGE OF REASON AND REVOLUTION, 1648-1875 (3)
(formerly 41-381)

Major emphasis on the far-reaching results of the Renaissance and the Reformation; expansion of European powers; the Old Regime; the French Revolution and Napoleonic Europe through the Congress of Vienna. Prerequisites: GE 140, 141.

HIST 385: MODERN EUROPEAN HISTORY, 1815-1914 (3)
(formerly 41-385)

Special consideration given to the revolutionary movement of the 19th and 20th centuries; the post Napoleonic era; liberalism versus conservatism, rise of radicalism, growth of nationalism, imperialism and militarism; and World War I. Prerequisites: GE 140, 141.

HIST 386: EUROPE SINCE 1914 (3) (formerly 41-386)

World's concerns between wars, as rise of communism, rise and fall of facism, economic collapse, failure of collective security, World War II, colonial revolt, conflict between communism and democracy; and cultural developments. Prerequisite: HIST 385.

HIST 451: COLONIAL AND REVOLUTIONARY AMERICA (3)
(formerly 41-451)

Study of the foundation of the colonies and characteristics of the society established; considerable attention to European and African background of the colonization movement; origins and impact of the War for Independence and the basis for establishment of a new national government in 1787. Prerequisites: HIST 255, 256.

HIST 452: THE AGE OF JACKSON, 1820-1850 (3) (formerly 41-452)

Intensive examination of political, economic, intellectual and social history of the Jacksonian era, with emphasis on such dominant issues as the broadening of democratic processes, expansionism, sectionalism, slavery and reform movements, including studies of outstanding figures of the period. Prerequisites: HIST 255, 256.

HIST 453: THE CIVIL WAR AND RECONSTRUCTION (3)
(formerly 41-453)

Study of the origins of the idea of secession and of the war, with military, political, economic, and social struggle between Confederate and federal governments; and of immediate and long-range effects of radical reconstruction. Prerequisites: HIST 255, 256.

HIST 454: THE SOCIAL AND CULTURE HISTORY OF THE U.S. (3)
(formerly 41-454)

Development of American society with emphasis on life of the people and influence of changing religious, intellectual, esthetic, literary, social and economic currents; impact of science, technology, and increasing urbanization upon the American order.

HIST 455: CONSTITUTIONAL HISTORY OF THE UNITED STATES (3)
(formerly 41-455)

Constitutional problems involved in struggle for independence. Establishment of national government. Growth of democracy. Slavery; growth capitalism, organization of labor, territorial expansion, World War I, the United Nations and collective security.

HIST 456: DIPLOMATIC HISTORY OF THE UNITED STATES (3)
(formerly 41-456)

Conduct and problems of American foreign policy, beginning with diplomacy involved in achieving independence. Struggle for neutrality and commercial recognition; westward expansion of the North American continent. Origins and reasons for Monroe Doctrine.

HIST 458: THE UNITED STATES SINCE 1900 (3) (formerly 41-458)

Survey of American history since the Spanish-American War. Role of the United States as a world power. Prerequisite: HIST 256.

HIST 461: HISTORY OF ENGLAND (3) (formerly 41-461)

Beginning and development of English nationality. Narrative treatment of political, economic, and cultural development of English people; their constitutional and legal systems. Particularly suited as background for the student of English literature.

HIST 465: HISTORY OF SOUTH AND SOUTHEAST ASIA (3)
(formerly 41-465)

Revolutionary developments in South and Southeast Asia (India, Pakistan, Burma, Cambodia, Laos, Vietnam, Malaya, Indonesia, and Philippines) and the effect of western impact on the traditional institutions in modern times are studied. The period 1600 to the present is considered with emphasis on 19th and 20th centuries. Prerequisites: GE 140, 141.

HIST 467: MODERN RUSSIAN HISTORY (3) (formerly 41-467)

Survey of Russian history; greatest emphasis on immediate unfolding of "October Revolution" and foundation of Soviet State. Various Five-Year Plans; attempt of communist Russia to extend Communism throughout the world; World War II, Cold War; such recent trends as the Sino-Soviet Conflict and threats of thermonuclear extermination. Prerequisite: GE 141.

HIST 470: THE WORLD SINCE 1914 (3) (formerly 41-470)

Survey of recent developments since assassination of Franz-Ferdinand in 1914. Rise and fall of Nazism and Fascism; rise of Communist Russia; League of Nations and the United Nations; end of imperialism in Asia and Africa and accompanying problems. Prerequisite: HIST 256.

HIST 473: AFRICA: PAST AND PRESENT (3) (formerly 41-473)

Survey of geography, history and present-day problems of Africa south of the Sahara. Prerequisite: SOC 204.

HIST 477: HISTORY OF LATIN AMERICA (3) (formerly 41-477)

Origin and development of Latin American states from colonial times to present. European background; conquest and settlement; political, social, economic, and military aspects of causes of revolution; nature of political institutions and systems in the American republics.

**HIST 481: HISTORICAL METHODS AND HISTORIOGRAPHY (3)
(formerly 41-481)**

Designed to train history majors in approach and method of the historian, emphasizing fundamentals of historical research and writing and the basic schools of historical thought.

**HIST 497: INDEPENDENT HISTORICAL RESEARCH (2/4)
(formerly 41-497)**

Independent reading and research on historical problems selected under supervision of an instructor. Papers and oral reports as appropriate.

SOCIOLOGY AND PRE/SOCIAL WORK**SOC 201: INTRODUCTION TO SOCIOLOGY (3) (formerly 42-201)**

Basic principles of social organization; special reference to communities, social institutions; social stratification, and social change in contemporary societies.

SOC 202: SOCIAL PROBLEMS (3) (formerly 42-202)

Study and analysis of major social problems confronting groups and individuals. Among problems studied; personality disorganization, delinquency and criminality, poverty, health, the aged, prejudice and discrimination. Prerequisite: SOC 201.

SOC 204: INTRODUCTION TO ANTHROPOLOGY (3) (formerly 42-204)

Primary notions with regard to physical and cultural development of mankind. Genetic principles involved in evolution; cultural principles involved in the origin, nature, and diffusion of culture. Comparison with many contemporary cultures and beginnings of human society. Social stratification.

SOC 205: INTRODUCTION TO SOCIAL WORK (3) (formerly 42-205)

History, methods, and practice in professional social work in the United States. Orient students to methods, field and contexts of social work practice. Students acquainted with conceptual framework, essential characteristics, functions, values and skills of social work practices. Prerequisites: SOC 201, 204.

SOC 245: SOCIAL STATISTICS (3) (formerly 42-245)

Methods of data presentation and interpretation in social research: central tendency, dispersion, association, regression, and tests of hypothesis.

**SOC 297: METHODS AND MATERIALS OF SOCIOLOGICAL RESEARCH
(3) (formerly 42-297)**

General orientation and processes involved in social research: problem selection, conceptualization, measurement, data collection, compilation, and analysis. Prerequisite: SOC 201.

SOC 302: RACE AND ETHNIC RELATIONS (3) (formerly 42-302)

Study of majority and minority groups. Inter-group relations. Racial, social, and cultural tensions among various groups. Problems of prejudice, discrimination, and segregation. Impact of Civil Rights legislation and movements on intergroup relations in the United States.

SOC 304: CULTURAL ANTHROPOLOGY (3) (formerly 42-304)

Culture and institutions of non-literate people. Social structure and culture of complex societies. Characteristics of and relations between family, kinship, and clan; differing roles based upon status, sex, and age analyzed for specific groups. Social stratification. Special attention to interdisciplinary aspects. Prerequisites: SOC 201 or SOC 204.

SOC 305: SOCIOLOGY OF THE AFRO-AMERICAN (3) (formerly 42-305)

Critical analysis of events, trends, and developments affecting the total social adjustment of black people in America. Prerequisites: SOC 201, 204.

SOC 306: URBAN SOCIOLOGY (3) (formerly 42-306)

Study of processes and patterns of urban development, impact of urbanism on social-implication, and personal-social adjustment. Prerequisites: SOC 201, 204.

SOC 340: PRINCIPLES OF SOCIAL WELFARE (3) (formerly 42-340)

Introductory course. Systematic study of development, structure, scope, and processes of public social welfare systems in the United States.

SOC 341: SOCIAL CASEWORK (3) (formerly 42-341)

Use of professional relationships, social history diagnosis and treatment as casework skills. Study of selected patterns of behavior significant to the caseworker. Prerequisites: SOC 201, 204, 340.

SOC 342: SOCIAL GROUP WORK (3) (formerly 42-342)

Group work principles as related to individual and group needs, understanding the group process, and uses of program media. Prerequisites: SOC 201, 204, 304.

SOC 343: CHILD WELFARE (3) (formerly 42-343)

Surveys historical development and present status of child welfare programs including services to supplement, support, and substitute for care given to children by their natural parents.

SOC 344: COMMUNITY ORGANIZATION (3) (formerly 42-344)

Analyzes a variety of forms of community organization, practice, focusing on definition of goals, values, roles and skills required for professional practice. Views community organization as a process of bringing about desirable changes in community life. Also studied are community needs and re-

sources available to meet these needs, health, housing, recreation, community centers, and neighborhood projects. Prerequisites: SOC 202, 204, 340.

SOC 346: GROUP DYNAMICS (3) (formerly 42-346)

Designed to develop an understanding of the dynamics of group behavior, and to promote development of skills and attitudes essential for functioning effectively as a group member. Topics include: arousal and expression of emotions by group members; decision-making procedures; task orientation of the group; behavior relevant to task completion; power; problem of intimacy within the group; and the role and procedures of communication within the group. Prerequisites: SOC 202, 342.

**SOC 354: SOCIOLOGY OF INDUSTRY AND OCCUPATIONS (3)
(formerly 42-354)**

Social organization of work in our culture. Problems of antagonism and cooperation arising from interaction of social structures in work plants. Changing institutional patterns of labor-management relations. Research in human relations in industry.

SOC 360: SOCIAL PSYCHOLOGY (3) (formerly 42-360)

Socio-psychological basis of social relationship; individual and group behavior; review of theories of human nature; role of social and cultural factors as determinants in growth and development of human nature and personality. Theories applied to problems of contemporary social life such as social structure, social learning, social change, crisis, propaganda, prejudice, leadership, public opinion, racial and national character. Prerequisites: SOC 201, 204.

SOC 363: SOCIAL WORK METHODS I (3) (formerly 42-363)

Introduction to basic principles, methods, and techniques which form basis for social work practice. Special emphasis on professional use of self and utilization of systematic processes of problem solving in the delivery of social and rehabilitative services. Prerequisites: SOC 202, 205.

SOC 364: SOCIAL WORK METHODS II (3) (formerly 42-364)

Provides opportunities to explore more fully differential concepts and principles, advocacy roles, problem solving skills, strategies, and techniques in providing discrete services to individuals, groups and communities. Emphasis on roles, communicative patterns, and types of systems encountered by the social worker. Also concerned with broadening and deepening of principles underlying autonomous social work practice, decision techniques, goal formation, and mobilizing competence for action, observation and participation in a selected human service. Prerequisite: SOC 385.

SOC 385: SOCIAL THEORY (3) (formerly 42-385)

Survey of theories of Comte, Durkheim, Weber, Marx, Simmel, and others; analysis of applicability of these perspectives to contemporary social, political and economic issues. Prerequisites: SOC 201.

SOC 401: THE FAMILY (3) (formerly 42-401)

Comparative analysis of different types of family organization; changing ideas of family life and contemporary family problems. Prerequisites: SOC 201, 204.

SOC 412: SOCIAL STRATIFICATION (3) (formerly 42-412)

Investigation of development and character of status groupings, patterns of interaction within and between social classes and implications of stratification for human group behavior. Prerequisite: SOC 201.

SOC 443: PRE-SOCIAL WORK FIELD EXPERIENCE (6) (formerly 42-443)

Field experience in selected social agencies designed to permit student application and integration of cognitive and affectual learning with a formalized service system. Learning experiences and content designed to gain and demonstrate beginning knowledge, attitudes and skills, which are consistent with concepts of social practice. Prerequisites: SOC 340, 344, 363.

SOC 445: THE AGED AND SOCIETY (3) (formerly 42-445)

Study of the aged, how they function in society and society's effect on them. Prerequisite: Senior Status.

SOC 455: SMALL GROUPS (3) (formerly 42-455)

Elements and characteristics of small group behavior and process. Prerequisite: Senior status.

SOC 481: POPULATION (3) (formerly 42-281)

Composition and characteristics of population; trends in population growth; social and economic consequences and changes in population.

SOC 488: SEMINAR IN SOCIOLOGY (3) (formerly 42-488)

Comprehensive survey of fields of sociology with emphasis on independent study and group discussion of recent developments and trends.

**SOC 499: INDEPENDENT SOCIOLOGICAL RESEARCH (3)
(formerly 42-499)**

Independent reading and research on a topic to be selected under the supervision of an instructor. Papers and oral reports as appropriate.

POLITICAL SCIENCE**POLSC 200: INTRODUCTION TO POLITICAL SCIENCE (3)
(formerly 43-200)**

Basic study of political science, its scope, methodology, structure of government, political institutions and ideologies.

POLSC 301: AMERICAN NATIONAL GOVERNMENT (3) (formerly 43-301)

Structure and functions of the national government. Nature of the federal system, the Constitution, citizenship, and popular participation in governing. Extent and character of national power. Changing nature of relations of national government to the states and to the individual. Students given working knowledge of good citizenship to enable them as teachers, not only to teach but apply citizenship in everyday life.

POLSC 302: POLITICAL PARTIES AND PRESSURE GROUPS (3)
(formerly 43-302)

Deals with nature, function, evolution, and organization of political parties in the United States. Special attention to relation of pressure groups to the party system.

POLSC 303: POLITICAL THEORY (3) (formerly 43-303)

Study of great political writers and thinkers from ancient times to the present; analysis and evaluation of their beliefs, concepts and ideologies.

POLSC 304: STATE AND LOCAL GOVERNMENT (3) (formerly 43-304)

Survey of origin and development of structure and functions of government in the American states. Colonial background; development of written constitutions; executive and administrative organization and function; legislative and judicial powers and functions of the political process; federal-state regulations; interstate relations; state-local relations. Prerequisite: POLSC 301 or consent of instructor.

POLSC 305: GOVERNMENT AND POLITICS OF NORTH CAROLINA (3)
(formerly 43-305)

Basic study of North Carolina's constitution, political parties, election laws, legislature, executive, judiciary, economic and social services.

POLSC 306: PUBLIC ADMINISTRATION (3) (formerly 43-306)

Deals with organization, responsibility, personnel management, fiscal processes, functions and problems of public administration.

POLSC 307: AMERICAN POLITICAL IDEAS (3) (formerly 43-307)

Analysis of American ideas on law and government, authority and civil liberty, oligarchy and democracy, from the Puritans to the present time. Emphasis on the thoughts of Hamilton, Jackson, Calhoun, Lincoln, Thoreau, Bellamy, Henry George, Wilson, Hoover, Roosevelt, Holmes, Dewey and others.

POLSC 308: THE LEGISLATIVE PROCESS (3) (formerly 43-308)

Analytical study of organization and procedures of legislative bodies. Special attention to problems of legislative reforms in the United States.

POLSC 309: PUBLIC OPINION AND PROPAGANDA (3) (formerly 43-309)

Intensive study of nature, measurement and function of symbol manipulation and its relation to formation of public policy in a democratic society.

POLSC 401: POLITICS OF AFRICAN NATIONS (3) (formerly 43-401)

Area survey of the African nations south of the Sahara, analyzing the legacy and impact of traditional African systems and various colonial systems upon new governments.

POLSC 402: INTERNATIONAL LAW (3) (formerly 43-402)

Intensive study of the substantive content of the law of international relations. Special attention given to problems of enforcement.

POLSC 403: AMERICAN FOREIGN POLICY (3) (formerly 43-403)

Study of the United States' political, economic, social and cultural involvements in the international arena — major foreign policy decisions, their

short- and long-range impact on United States relations with other countries of the world.

POLSC 404: COMPARATIVE GOVERNMENT (3) (formerly 43-404)

Comparative study of governmental systems and institutions of foreign states. Emphasis on Great Britain, France, Italy and Russia.

POLSC 405: SEMINAR ON CONTEMPORARY POLITICAL PROBLEMS (3) (formerly 43-405)

Intensive study of major domestic and foreign problems. Students are required to write a research paper on a selected contemporary topic.

POLSC 406: INTRODUCTION TO JURISPRUDENCE (3) (formerly 43-406)

Study of the various schools and theories of jurisprudence; historical development of legal systems, legal reasoning and juristic processes.

POLSC 483: INTERNATIONAL RELATIONS (3) (formerly 43-483)

Relations among sovereign states based on generally accepted rules of international law. Methods and goals of diplomacy; problems and areas of tension in the post-war period. Some attention to League of Nations and United Nations as major efforts at international organization.

POLSC 484: INTERNATIONAL ORGANIZATIONS (3) (formerly 43-484)

Their background, development and contributions to peace and understanding. Emphasis on League of Nations and especially the United Nations and its various agencies. Other international agencies considered. Prerequisite: POLSC 483 or consent of instructor.

PHILOSOPHY

PHIL 250: INTRODUCTION TO PHILOSOPHY (3) (formerly 45-250)

Introductory study of core topics of philosophical concerns, human knowledge, the world, God, human freedom, morals, and politics to help students develop philosophic interests and skills in analysis of concepts basic to value decisions in education, art, religion, and life.

PHIL 251: SOCIAL AND POLITICAL PHILOSOPHY (3) (formerly 45-251)

Contemporary and traditional problems concerned with moral evaluation of political power: individual rights, social responsibility, legal and civil authority, civil disobedience, war and peace.

PHIL 452: INTRODUCTION TO LOGIC (3) (formerly 45-452)

Techniques of formal reasoning. Emphasis on nature, forms, and function of logical thinking. Deductive, inductive, and applied logic considered in the context of useful clarity in ordinary language. Prerequisite: PHIL 250.

CRIMINAL JUSTICE

LEEP 201: INTRODUCTION TO LAW ENFORCEMENT AND CRIMINAL JUSTICE (3) (formerly POLICE SCIENCE TECHNOLOGY 46-201)

Provides an understanding of problems of the law enforcement practitioner and criminal justice system in the United States. Topics surveyed include the

system's history, its constitutional limitations, its philosophical backgrounds, and the process used to achieve its goals.

LEEP 204: PENOLOGY (3) (formerly 46-204)

Examination and development of managerial concepts of correctional institutions and study of rehabilitation programs at state and federal levels.

**LEEP 206: POLICE ORGANIZATION AND ADMINISTRATION (3)
(formerly 46-206)**

Organization and function of law enforcement agencies; analysis of the most effective means of social control; relationship of law enforcement to the total correctional process.

LEEP 210: JUVENILE JUSTICE SYSTEM (3) (formerly 46-210)

Concerned with procedural and substantive aspects of the juvenile system as it relates to intake, hearings, corrections and rehabilitation programs.

LEEP 218: POLICE-COMMUNITY RELATIONS (3) (formerly 46-218)

Basic course treating the broad field of police and community relations as it focuses particular attention on police and community responses.

LEEP 310: AMERICAN CONSTITUTIONAL LAW (3) (formerly 46-310)

Study of basic principles of the American Constitutional System. Emphasizes judicial interpretation and application of these principles in construing powers of the government and the rights of people. Historical background of major federal court decisions also analyzed.

LEEP 312: CRIMINAL EVIDENCE (3) (formerly 46-312)

Familiarization with the rules of evidence as well as reasons for the rules; instruction in collecting, protecting and presenting evidence so that its admissibility will be assured.

LEEP 316: CURRENT POLICE POLICIES (3) (formerly 46-316)

Analysis of police policies with particular attention to current major problem areas from viewpoints of both the administrator and the line operation officer. Integration of established scientific knowledge with practical police experience in the various areas of police functioning.

LEEP 391: CRIMINOLOGY (3) (formerly 46-391)

Nature, origin, and development of crime. Psychological and sociological causes of criminal behavior. Modern institutionalized crime and current programs for treatment and prevention.

**LEEP 487: CORRECTIONAL INSTITUTION SYSTEMS (3)
(formerly 46-487)**

Survey of the history and present status of correctional procedures and administration of correctional institutions.

**LEEP 489: SEMINAR ON POLICE PROBLEMS AND PRACTICES (3)
(formerly 46-489)**

Evaluation of police programs of crime control and prevention; maintenance of order in the community.

LEEP 490: PROBATION AND PAROLE (3) (formerly 46-490)

Development, organization, operation and result of systems of probation and parole as substitutions for incarceration; methods of selection; prediction scales.

LEEP 491: JUVENILE DELINQUENCY (3) (formerly 46-491)

Conceptions of juvenile delinquency; causation; juvenile court movements; treatment of juvenile offenders; preventive programs.

**LEEP 499: LAW ENFORCEMENT EXPERIENCE PRACTICUM (6)
(formerly 46-499)**

Practicum designed to combine theoretical knowledge with practical work by allowing students to participate in law enforcement procedures in the field.

DEPARTMENT OF MILITARY SCIENCE**Reserve Officers' Training Corps—Army**

The Military Science Curriculum at Elizabeth City State University provides a general Military Science Program with emphasis on fundamentals common to all branches of the Army. The primary objective of the Program is to procure and train college students so that they may qualify upon graduation as Commissioned Officers in the United States Army. The curriculum is divided into the basic courses and the advanced courses leading to a commission in the Army of the United States.

Enrollment

All students are encouraged to pursue Basic Course ROTC studies for a period of two years as an elective. Students enrolling during their Freshman and Sophomore years of college incur no military obligation unless they are ROTC scholarship recipients. Students who successfully complete the basic course may apply for admission into the Advanced Course ROTC which is pursued during the final two years of their college enrollment.

Those students who elect not to enroll in the Basic Course may apply for admission into the advanced course but must successfully complete a six-week basic summer camp between their second and third year of college.

Requirements for Enrollment in Basic Course ROTC:

1. Be a citizen of the United States;
2. Be a regularly enrolled student of the University;
3. Be physically qualified under standards prescribed by the Department of the Army;

4. Be over 14 years of age, but must not have reached the 24th birthday.
5. Agree to accept a commission and serve on active duty for not less than three years.
6. Upon acceptance of an ROTC scholarship, enter into a contract with the Army for the financial aid he or she is to receive, and the obligation incurred.
7. Scholarship recipients may pursue any academic discipline leading to a baccalaureate degree except theology.

Summer Camp Training: ROTC students enrolled in the advanced course attend between the third and fourth year of Military Science, a six-week advanced camp training period at a Department of the Army selected Army training camp. Students applying for admission into the advanced course without having completed the basic course are required to attend a six-week basic camp between their second and third year of college in addition to the six-week camp mentioned above.

Uniforms and Equipment: The necessary training equipment, including uniforms, is loaned to the student for a fee of \$15.00. The deposit will be returned when the uniform and equipment are returned.

An activity fee of \$10.00 per year will be paid by each cadet in the advanced course and by each ROTC scholarship student. Others enrolled in ROTC will pay a \$5.00 fee per year.

Grading: The system of grading utilized by the Department of Military Science is the same as that used in other areas of the University.

Academic Credit: Academic credit toward the granting of a degree is given for the completion of military courses on the same basis as for non-military courses of the other departments of the University.

General Information

Women in ROTC: Women are eligible to participate in the ROTC Program. Women are encouraged to pursue the Basic Course ROTC studies for a period of two years as an elective, after which they may apply for admission into the Advanced Course ROTC. Upon successful completion and graduation from college, women cadets will be tendered commissions as second lieutenants. Courses and enrollment requirements for women are the same as those for men.

Advanced course scholarship: ROTC students are entitled to subsistence pay at a rate of \$100.00 per month for each month of the school year, not to exceed 10 months. While attending advanced summer camp, the student receives one half of the basic pay of a

second lieutenant. Thus, during the two years that a student is enrolled in the advanced course, he or she will receive approximately \$2500.00 in pay and allowances. This includes subsistence pay and summer camp pay.

ROTC Scholarship Program: All students participating in the ROTC program are eligible to compete for three-year, two-year, or one-year ROTC scholarships. Under this program, the Army pays for tuition, laboratory fees, and other required fees, except room and board. Additionally, scholarship recipients receive \$100.00 per month for the duration of the scholarship. To be eligible, the student must:

1. Be a United States Citizen;
2. Be at least 17 years of age on June 30th of the year in which application is made;
3. Be able to complete college with a baccalaureate degree, and be under 25 years of age on June 30th of the year eligible for appointment;
4. Pass regular Army physical examination.

Military Science Program

The program is divided into two parts, the Basic Course and the Advanced Course.

1. ~~Basic Course: The Basic Course consists of education and training at the Freshman and Sophomore levels and may be completed by:~~
 - (1) a. MIS 111 Basic Military Science I (1)
 - (2) b. MIS 112 Basic Military Science II (1)
 - (3) c. MIS 211 Applied Leadership and Management I (1)
 - (4) d. MIS 212 Applied Leadership and Management II (1)
 - (5) e. MIS 215 Basic Camp (4)
2. Advanced Course: The Advanced course consists of training directed toward the Junior and Senior levels.
 - a. Prerequisite: Completion of the Basic Course or its equivalent.
 - b. Requirements for completion:
 1. MIS 311 Leadership and Management I (2)
 2. MIS 312 Leadership and Management II (2)
 3. MIS 411 Advanced Leadership and Management I .. (2)
 4. MIS 412 Advanced Leadership and Management II .. (2)
 5. Attendance at a six-week Summer Camp

1. a. Satisfactory participation in military science courses for a total of four semester hours as follows.

b. Basic Course requirements, if approved by the professor of Military Science, may be waived for veterans or other persons with prior military experience and/or training.

COURSE DESCRIPTIONS

MILITARY SCIENCE

MIS 111: BASIC MILITARY SCIENCE I (1)

Study of the mission of the Reserve Officers' Training Corps and an orientation to the Department of Defense; also a study of customs and traditions of the service. One hour class, one hour Leadership Laboratory per week.

MIS 112: BASIC MILITARY SCIENCE II (1)

Investigation of American Military history, with emphasis on US Army's development and role during these periods, and evolution of the military and its role in our national history. One hour class, one hour Leadership Laboratory per week. Prerequisite: MIS 111.

MIS 211: APPLIED LEADERSHIP AND MANAGEMENT I (1)

Study of basic military skills, organization for team work, and practical application to develop leadership and management techniques. Instruction emphasizes self-discipline and knowledge of military subjects during realistic practical exercises. One hour class, one hour Leadership Laboratory per week.

MIS 212: APPLIED LEADERSHIP AND MANAGEMENT II (1)

Designed to develop basic military skills and leadership with emphasis on unit drill, formations and small unit leadership. One hour class, one hour Leadership Laboratory per week. Prerequisite: MIS 211.

MIS 215: BASIC CAMP (4)

Six-week summer course conducted at a military installation. Provides training equivalent to the Basic Course and is designed to qualify students for ROTC Advanced Course. Application for Basic Camp must be made to the Department of Military Science.

MIS 311: LEADERSHIP AND MANAGEMENT I (2)

Classroom instruction in military leadership, emphasizing factors controlling soldier behavior and problems of command; methods of military instruction and map reading. Three one hour periods per week. Prerequisite: Basic Course or equivalent credits.

MIS 312: LEADERSHIP AND MANAGEMENT II (2)

Classroom instruction in Advanced Camp subjects, missions of a rifle company and small unit tactics. Three one hour periods per week. Prerequisite: MIS 311.

MIS 411: ADVANCED LEADERSHIP AND MANAGEMENT I (2)

Classroom instruction covering modern battlefield tactics and techniques and training management. Three one hour periods per week.

MIS 412: ADVANCED LEADERSHIP AND MANAGEMENT II (2)

Classroom instruction covering military justice system, administration procedures and preparation for entry into the Army. Three one hour periods per week. Prerequisite: MIS 411.



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Roscoe D. McMillan, Jr., BS	<i>Assistant to the President for Governmental Affairs</i>
Richard H. Robinson, Jr., AB, LLB	<i>Assistant to the President</i>
Robert W. Williams, AB, MA, PhD	<i>Associate Vice President- Academic Affairs</i>

* Effective November 10, 1980

** On leave, effective November 1, 1980, as Acting Chancellor of North Carolina Agricultural and Technical State University

THE ELIZABETH CITY STATE UNIVERSITY
BOARD OF TRUSTEES

July 1977 - June 1980

Kermit E. White, DDS, *Chairman*
J. Stanley Peel, *Vice Chairman*
(Mrs.) Geneva J. Bowe '41, *Secretary*

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Frank W. Ballance, Esq. (1977-1979)
Isaac A. Battle '53, (1979-)
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J. Wilbert Forbes
Leroy B. Fraiser
(Mrs.) Mary M. Gilbert (1977-1979)
Clarence W. Griffin, Esq. (1977-1979)
W. C. Harris, Jr., Esq. (1979-)
John H. Horton, DDS
Helene C. Knight (1980-1981)
President, Student Government Association
Fred P. Markham, III (1977-1979)
*Lorimer W. Midgett
Arthur M. Mitchell, Jr. '78 (1977-78)
President, Student Government Association
Thomas Montague '79 (1978-1979)
President, Student Government Association
(Mrs.) Terry Rich (1977-1980)
Anthony M. Whitehurst '80 (1979-1980)
President, Student Government Association
A. Healon Williams (1979-)
(Mrs.) Elaine Williams (1979-)

* Deceased April 19, 1980.

FORMER PRESIDENTS*
OF ELIZABETH CITY STATE UNIVERSITY

Peter Weddick Moore (1859-1934), AM, LLD, 1891-1928
(*President-Emeritus*, 1928-1934)

John Henry Bias (1879-1939), AB, LLD, 1928-1939

Harold Leonard Trigg (1893-1978), EdD, 1939-1945

Sidney David Williams (1892-1974), AM, DPed, 1946-1958
(*President-Emeritus*, 1969-1974)

Walter Nathaniel Ridley, EdD, 1958-1968

Marion Dennis Thorpe, PhD, 1968-1972

*Chief executive of the institution termed *Principal* (1891-1928), *President* (1928-1972), *Chancellor* (beginning July 1, 1972).

OFFICERS OF ELIZABETH CITY STATE UNIVERSITY

1977 — 1980

Marion D. Thorpe, PhD	.....	<i>Chancellor</i>
Jimmy R. Jenkins, PhD	.....	<i>Vice Chancellor for Academic Affairs & Dean of the Faculty</i>
Thomas E. Carter, EdD	.....	<i>Assistant to the Chancellor (Until September, 1978)</i>
Ellis H. Smith, MA	.....	<i>Assistant to the Chancellor (Beginning October, 1978)</i>
George F. Bowie, Jr., BS	.....	<i>Vice Chancellor for Fiscal Affairs (Until December, 1979)</i>
¹ Roger A. McLean, BS	.....	<i>Acting Vice Chancellor for Fiscal Affairs (Beginning January, 1980)</i>
Eloise B. Horton, PhD	.....	<i>Vice Chancellor for Student Affairs</i>
Thaddeus V. Beasley, PhD	.....	<i>Director, University Planning</i>
Queen M. Brown, MEd	.....	<i>Assistant Vice Chancellor for Student Affairs-Program (1979-1980)</i>
Harry J. Ghee, EdD	.....	<i>Assistant Vice Chancellor for Academic Affairs- Administration (Beginning October, 1979)</i>
Louis E. V. Nadeau, PhD	.....	<i>Assistant Vice Chancellor for Academic Affairs-Special Studies & Programs</i>
Beeman C. Patterson, PhD	.....	<i>Assistant Academic Dean-Administration (1977-1979)</i>
Willie B. Spence, MEd	.....	<i>Assistant Vice Chancellor for Student Affairs-Administration</i>
Leonard R. Ballou, MA, AAGO	.....	<i>Director, Institutional Research; Archivist-Historian</i>
Edyth B. Cole, EdD	.....	<i>Director, Summer Session</i>
² Tommy M. Foust, MS	.....	<i>Registrar (Beginning July, 1978)</i>
Claude W. Green, MLS	.....	<i>University Librarian</i>
Frank B. Heard, MBA	.....	<i>Registrar (1977-1978)</i>
Shirley F. Jones, BS	.....	<i>Acting Comptroller (Beginning January, 1980)</i>
Wanda E. McLean, MEd	.....	<i>Acting Director, Admissions (Beginning August, 1978)</i>
Alma M. Newby, BSC	.....	<i>Director, Student Financial Aid</i>
Edward N. Smith, BS	.....	<i>Assistant Business Manager</i>
James R. Spence, MEd	.....	<i>Director, Development</i>
James E. Swimpson, BSEd	.....	<i>Coordinator, Federal Programs</i>
Robert L. Vaughan, MA, CAGS	.....	<i>Director, Athletics</i>
Rae E. Williams, AB	.....	<i>Associate Director/Student Services-Women (Until August, 1978)</i>

¹ Comptroller through December, 1978

² Director, Admissions through June, 1978

DEPARTMENT AND DIVISION CHAIRPERSONS

1977 — 1980

- Ronald H. Brown, PhD,
Chairperson, Department of Physical Education & Health
(January 1979-1980)
- Helen M. Caldwell, MA,
Director, Division of General Studies
- John H. Carson, PhD,
Chairperson, Walter R. Davis Department of Business & Economics
(beginning 1977)
- Edyth B. Cole, EdD,
Chairperson, Department of Education & Psychology
- Edna L. Davis, MusAD,
Chairperson, Department of Music
- Vincent J. de Gregorio, PhD,
Chairperson, Department of Art
- Anne M. Henderson, EdD,
Chairperson, Department of Modern Languages
- Sekender A. Khan, PhD,
Chairperson, Department of Biology (1977-1978)
- Melvin L. Murphy, PhD,
Chairperson, Department of Social Sciences
- Bishop M. Patterson, EdD,
Chairperson, Department of Industrial Arts & Technology
- Maurice C. Powers, PhD,
Chairperson, Department of Geosciences
- Sohindar S. Sachdev, EdD,
Chairperson, Department of Mathematical Sciences (beginning 1978)
- Louise N. Sutton, PhD,
Chairperson, Department of Mathematical Sciences (1977-1978)
- James H. Townes, DEd,
Acting Chairperson, Department of Physical Sciences
- Curtis D. Turnage, PhD,
Chairperson, Department of Biology (beginning 1978)
- Robert L. Vaughan, MA, CAGS,
Chairperson, Department of Physical Education & Health
(until December, 1978)

DIVISION, PROGRAM AND PROJECT DIRECTORS

1977 — 1980

- A. Latif Choudhury, Dr rer nat, *Campus Coordinator* (part-time),
Cooperative Physics Program
(Elizabeth City State University/Howard University)
- Addie G. Midgette, *Coordinator of Upward Bound*
BS, Elizabeth City State University; MA, Michigan State University
- Joseph A. Dempsey, *Director, Special Services*
BS, St. Augustine's College; MA, New York University
- Naomi A. Morgan, *Basic Education and Enrichment*
BS, Winston-Salem State University; MA, New York University
- Alyce P. Nadeau, *Coordinator, Title XX Child Development Training Project*
BA, Meredith College; MSHE, East Carolina University
- Dorothy S. Smith, MS, *Coordinator, Academic Skills Center*
- Valerie F. Villines, MLS, *Coordinator, Cooperative Education Program*
- Walter R. Winborne, *Director, Health Careers Recruitment*
Counseling Center
BA, Elizabeth City State University

THE FACULTY

1977/78 — 1979/80

- ¹ Julia M. Hoffler, *Professor Emeritus (English)*
BA, MA, Fisk University
Evelyn A. Johnson, *Professor Emeritus (Music)*
BA, Diploma, Fisk University; MA, Columbia University
-
- ² James C. Agazie, *Assistant Professor, Psychology*
BA, Gallaudet College; MA, Atlanta University;
MS, University of Tennessee; EdD, Atlanta University
- ³ Maxine M. Agazie, *Instructor, Social Work*
AB, Benedict College; MSSW, University of Tennessee;
PhD, Atlanta University
- Ashraf U. Alam, *Assistant Professor, Biology*
BSc, MSc, University of Dacca; PhD,
Texas Agricultural & Mechanical University
- Md. Ashraful Alam, *Professor, Chemistry/Physics*
BS, MS, University of Dacca; PhD, Louisiana State University
- ⁴ M. Bernard Atkinson, *Lecturer (part-time), Psychology*
BA, Loyola University; MS, PhD, University of Georgia
- Leonard R. Ballou, *Assistant Professor, Music*
BA, Fisk University; MA, Virginia State University;
Certificate, Case Western Reserve University;
Associate of the American Guild of Organists (AAGO)
- Debabrata Basu, ⁵ *Associate Professor, Geology*
BSc, MSc, University of Calcutta; PhD, Lehigh University
- Patricia L. Basu, *Instructor, History*
BS, Ohio University; MA, PhD, Princeton University
- Mollie M. Beasley, *Assistant Professor, Physical Education*
BS, North Carolina Central University; MA, New York University
- Thaddeus V. Beasley, ⁶ *Associate Professor, Biology*
BS, MS, North Carolina Central University; PhD, American University
- ⁷ Joyce J. Bembry, *Associate Professor, Physical Education*
BS, MS, Virginia State University
- William P. Billups, ² *Assistant Professor, Business*
BS, MS, PhD, State University of New York at Buffalo
- Essie M. Blair, *Lecturer (part-time), Library Science*
AB, Shaw University; MSLS, North Carolina Central University
- ⁷ Frank A. Boada, *Lecturer (part-time), Business*
Licenciate, University of Villanova; Certificate, Advanced
Institute of Statistics
- George F. Bowie, III, ⁷ *Lecturer (part-time), Computer Science*
BS, BS, MS, North Carolina State University

- ⁸ James E. Brown, *Instructor, Political Science*
BS, Benedict College; JD, North Carolina Central University
- ⁹ Ronald H. Brown, *Associate Professor, Physical Education*
BS, North Carolina Central University; EdM, EdD, Boston University
Duane F. Bruce, ¹⁰ *Associate Professor, English*
BA, Siena College; MA, PhD, University of North Carolina-Chapel Hill
- ⁷ Linton E. Burnham, *Assistant Professor, Education and Psychology*
BS, Elizabeth City State University; MA, New York University
Helen M. Caldwell, ⁵ *Associate Professor, English*
AB, Virginia State University; MA, New York University
Thomas L. Caldwell, *Assistant Professor, Physical Education*
BS, Huston-Tillotson College; MSPE, Indiana University
John H. Carson, *Professor, Business*
BBA, MBA, University of Georgia; PhD, Louisiana State University
- ¹¹ Thomas E. Carter, *Professor, Mathematics*
BS, MS, Virginia State University; EdD, Temple University
A. Latif Choudhury, *Professor, Mathematics/Physics*
BS, MS, University of Dacca; Dr rer nat, Free University of Berlin
- ³ Vernon L. Clark, *Associate Professor, Education*
BS, Norfolk State University; MS, MS, University of Illinois;
PhD, University of Connecticut
John L. Cobbs, ¹⁰ *Associate Professor, English*
BA, Haverford College; PhD, University of North Carolina-Chapel Hill
Edyth B. Cole, *Professor, Education*
BA, Eastern Michigan University; MA, EdD, University of Michigan
Henry E. Crank, *Assistant Professor, Physical Science*
AA, Louisburg College; BS, MA, East Carolina University
M. Elizabeth Crawford, *Assistant Professor, Education*
BS, MA, East Carolina University
- ⁴ Leo M. Croghan, *Lecturer (part-time), Psychology*
BA, Saint Bernard College; MA, Catholic University of America;
PhD, Washington University
Edna L. Davis, *Professor, Music*
MusB, MusEdM, Oberlin Conservatory; MusAD, Boston University
- ⁴ LaPointe M. Davis, *Instructor, Music*
BS, Virginia State University; MMus, University of Michigan
Vincent J. de Gregorio, *Professor, Art*
BA, American University; MA, Catholic University of America;
PhD, Ohio State University
Carlton R. Deonanan, *Professor, English*
BA, MA, EdD, Utah State University
Venus E. Deonanan, *Assistant Professor, Modern Languages*
BA, Utah State University; MA, Southern Illinois University;
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Naginder S. Dhillon, *Professor, Social Sciences*
BA, University of Punjab; MPA, PhD, New York University

- ¹²Margaret C. Diaz, *Instructor, Music*
BSEd, Illinois State University; MSED, University of Illinois
R. Edwin Duke, *Instructor, French*
AB, MA, University of North Carolina-Chapel Hill
- ³George F. Edmonds, *Assistant Professor, Mathematics*
BSEd, Hampton Institute; MS, New York University
- ¹³Okon A. Etok, *Lecturer, Physics*
BS, Texas Southern University; MS, Howard University
- ¹⁴Magligtas V. Familiar, *Lecturer (part-time), Industrial Arts*
BS, Technological Institute of the Philippines;
MA, Ball State University
- ¹⁵Quentine D. Finch, *Assistant Professor, Psychology*
BSC, North Carolina Central University; MEd,
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Henry Foskey, Jr., *Assistant Professor, Industrial Arts*
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Harry J. Ghee, ¹⁶*Associate Professor, Education*
BS, Elizabeth City State University; MEd, Virginia State University;
EdD, University of Virginia
William R. Gibson, *Assistant Professor, Industrial Arts*
BS, MS, North Carolina Agricultural & Technical State University
- ⁷Mohinder S. Gill, *Associate Professor, Art*
BS, University of Punjab; MFA, Howard University;
EdD, University of Georgia
- ³Haywood W. Gillikin, *Instructor, English*
BA, MA, East Carolina University
Ola A. Goss, *Instructor, Health & Physical Education*
BS, Fisk University; MA, Atlanta University
Rachel W. Gragson, *Associate Professor, Music*
BM, College of Wooster; MMus, DMA, West Virginia University
Wesley M. Gragson, *Professor, Music*
BS, Western Kentucky University;
MMus, DMA, West Virginia University
Claude W. Green, *Assistant Professor, Library Science*
BS, MLS, North Carolina Central University
- ⁷Frozine R. Green, *Lecturer (part-time), Music*
BS, Virginia State University
Lois W. Green, *Associate Professor, ¹⁷Speech*
BA, Spelman College; MA, Central Michigan University;
EdD, University of Georgia
- ³Robin E. Gutridge, *Lecturer (part-time), Industrial Arts*
BS, United States Coast Guard Academy
Md. Hanif Hafiz, ¹⁸*Associate Professor, Business*
BA, BEd, MA, University of Punjab; MS, EdS, Indiana University;
CPA (North Carolina)

- Tesfa Haile, ¹⁸ *Assistant Professor, Computer Science*
BA, Haile Selassie I University (Ethiopia); MEd, Jackson State University; PhD, University of Southern Mississippi
- ⁷ Earl R. Haith, *Instructor, Political Science*
BA, Guilford College; JD, North Carolina Central University
- ¹⁹ Yvonne B. Harris, *Instructor, History*
AB, Norfolk State University; MA, Hampton Institute
- ³ Allen P. Hayes, *Assistant Professor, Education*
BS, University of Florida; MS, EdD, University of Alabama
- Anne M. Henderson, *Professor, English*
BA, New York University; AM, Columbia University;
EdD, George Washington University
- Dale E. Henderson, *Assistant Professor, Social Sciences*
BA, University of Maryland; BS, Elizabeth City State University;
MA, Old Dominion University
- Billy C. Hines, *Instructor, Music*
BA, Stillman College; MA, Columbia University
- ²⁰ Addie M. Hoffler, *Instructor, Modern Languages*
BS, Elizabeth City State University,
MA, North Carolina Central University
- ²¹ Floyd B. Holley, *Professor, Sociology*
BA, Shaw University; MSSW, Columbia University;
EdD, New York University
- ²¹ Margaret H. Holley, *Assistant Professor, Education*
BS, Elizabeth City State University; MA, New York University
- Samuel T. Holmes, *Assistant Professor, Physical Education*
BA, Kentucky State University; MA, New York University
- Eloise B. Horton, ⁵ *Associate Professor, Education*
BS, West Virginia State College; MA, Marshall University;
PhD, Ohio State University
- ³ Floyd P. Horton, *Lecturer, Education*
BS, West Virginia State College; MA, Marshall University
- ²² T. L. Hsu, *Assistant Professor, English*
BS, St. John's University (Shanghai); MA, Drew University
- ³ Jacqueline E. Hurst, *Assistant Professor, Reading*
BA, MA, University of West Florida; PhD, Florida State University
- ²³ Ali Imam, *Assistant Professor, Geosciences*
BS, MSci, University of Dacca; MS, Wayne State University
- George S. Jackson, ²⁴ *Assistant Professor, Business*
BSBA, East Carolina University; MBA, College of William and Mary;
CPA (North Carolina)
- Faleese M. Jenkins, ³ *Lecturer, Education*
BSEd, Elizabeth City State University
- Jimmy R. Jenkins, *Professor, Biology*
BS, Elizabeth City State University; MS, PhD, Purdue University

- ²Charlie E. Johnson, *Instructor, Education*
BA, MA, North Carolina Central University
- ³E. Marie Johnson, *Assistant Professor, Psychology*
BA, Norfolk State University; MA, Roosevelt University;
PhD, Northwestern University
- Carol C. Jones, ⁵*Assistant Professor, English*
BA, MA, Howard University
- Clara G. Jones, *Assistant Professor, Education*
BS, Elizabeth City State University; MA, New York University
- ²⁵George A. Jordan, *Instructor, Political Science*
BS, Elizabeth City State University; JD, Howard University
- Woo J. Ju, *Professor, History*
BA, East Texas State University; MA, Mississippi College;
PhD, Mississippi State University
- ²⁶Victoria B. Kebede, *Instructor, Social Science/Social Work*
BS, North Carolina Agricultural & Technical State University;
MS, Mankato State College
- Alvin T. Kelley, *Instructor, Physical Education*
BS, Elizabeth City State University; MEd, Virginia State University
- Mumtaz B. Khan, *Lecturer, Business*
BS, Elizabeth City State University; MBA, East Texas State University
- Sekender A. Khan, *Professor, Biology*
BAg, MAg, University of Dacca; PhD, Louisiana State University
- ²Sultana A. Khan, *Assistant Professor, Physics*
BSc, MSc, University of Dacca; PhD, University of Grenoble (France)
- William H. Lane, *Assistant Professor, Business*
BS, Bowie State College; MS, PhD, Kansas State University of
Agriculture & Applied Science
- ²⁶Georgia S. Lawrence, *Instructor, Mathematics*
BA, MEd, University of North Carolina-Greensboro
- ²⁷James E. Leathers, *Instructor, Sociology*
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MA, East Carolina University
- ²⁸Stanley T. Lee, *Instructor, Sociology*
BA, National Taiwan University; MA, West Virginia University
- Bobby J. Lewis, ¹⁰*Associate Professor, Biology*
BS, Southern University; MS, North Carolina Central University;
MS, PhD, University of Illinois-Urbana
- Thurlis J. Little, Jr., *Instructor, Physical Education*
BS, Elizabeth City State University; MS, Hampton Institute
- ⁷Herbert J. Lock, *Lecturer (part-time), Education*
BS, University of Dayton; ME, EdS, Kent State University
- ²⁹Scott D. McCombe, *Instructor, Industrial Arts*
BA, Bucknell University; Certificate, State University of New York
at Buffalo; MAEd, Ball State University

- Davis L. McFadden, *Assistant Professor, Industrial Arts*
BS, South Carolina State College; AM, West Virginia University;
EdS, Miami University; EdD, Independence University of Missouri
- ² Jenny C. McIntosh, *Assistant Professor, Art*
BS, MS, Radford College; PhD, Florida State University
- Brenda D. McLean, ⁴ *Lecturer (part-time), Business*
BS, North Carolina Central University
- Claudie J. Mackey, ¹⁰ *Assistant Professor, Education*
BS, Elizabeth City State University; MEd, Hofstra University
- John H. Marshall, ² *Assistant Professor, Social Sciences*
BFA, MEd, DEd, University of Cincinnati
- ²³ Ronald W. Marshall, *Lecturer (part-time), Music*
Principal Violist, Norfolk Symphony; Director, Feldman String Quartet
- John S. Morrison, *Lecturer (part-time), ¹⁷ Police Science*
AB, JD, University of North Carolina-Chapel Hill
- ³ Nell W. Morrison, *Lecturer (part-time), Physical Education*
AA, Marjorie Webster Junior College;
AB, University of North Carolina-Chapel Hill
- Helen H. Muldrow, *Assistant Professor, Biology*
SB, MS, Howard University
- William J. Muldrow, *Associate Professor, Psychology*
AB, South Carolina State College; MEd, Duquesne University
- Melvin L. Murphy, *Professor, History*
BA, MA, North Carolina Central University; PhD, Ohio State University
- Louis E. V. Nadeau, *Professor, Philosophy*
BA, STLR, MA, PhD, Aquinas Institute of Theology;
MS, Institutum Divi Thomae
- R. Lorenzo Newby, ¹⁰ *Associate Professor, Social Sciences*
AB, Livingstone College; BD, Hood Theological Seminary of
Livingstone College; MS, North Carolina Agricultural & Technical
State University; MA, Hampton Institute; EdD, Temple University
- Saeed A. Nizami, *Associate Professor, Business*
BCom, Aligarh Muslim University; LLB, MA, Agra University;
MS, PhD, Southern Illinois University-Carbondale
- ³ Lawrence C. Noyes, *Assistant Professor, Business*
BBA, MBA, University of Toledo; CPA (North Carolina)
- Eugene O'Neal ³⁰ *Assistant Professor, Art*
BS, North Carolina Agricultural & Technical State University;
MFA, University of North Carolina-Greensboro
- ³⁰ Bruce Onobrakpeya, *Associate Professor, Art (Fulbright Artist
in Residence*
Diploma in Fine Art, Postgraduate Art Teacher's Certificate,
Ahmadu Bello University (Nigeria)
- William R. Overton, *Lecturer (part-time), Physical Science
(Special Services)*
BS, North Carolina Agricultural & Technical State University

- ³Dandeson D. Panda, *Instructor, Business*
BS, Federal City College; MBA, Atlanta University
- ²³Rajnikant M. Patel, *Instructor, Business*
BCom, Maharajah Sayajirao University-Baroda;
MBA, Atlanta University
- ²³Ramanlal P. Patel, *Instructor, Business*
BCom, Sardar Vallabh Bhai Vidya-Peeth-Vallabh Vidyanagar;
MBA, University of Dallas
- ⁸Beeman C. Patterson, *Associate Professor, Political Science*
BA, Virginia Union University; MA, Howard University;
PhD, University of California at Los Angeles
- ³²Bishop M. Patterson, *Associate Professor, Industrial Arts*
BS, Virginia State University; MA, New York University;
EdD, North Carolina State University
- Dan M. Pearce, ⁵*Assistant Professor, Art*
AB, Greensboro College;
MEd, University of North Carolina-Greensboro
- ³Ronald G. Penny, *Instructor, Business*
BS, North Carolina Agricultural & Technical State University;
JD, University of North Carolina-Chapel Hill
- ³³Charles R. Penrose, *Associate Professor, Music*
BM, MM, Boston Conservatory of Music; MEd, Fitchburg State College
- Bernard L. Peterson, Jr., *Assistant Professor, English*
BA, Virginia Union University; MA, Atlanta University
- ³William A. Porter, *Instructor, Geography*
BS, North Carolina Central University; MA, Kansas State University
- Maurice C. Powers, *Professor, Geosciences*
AA, Louisburg College; BA, MS, PhD, University of North Carolina-Chapel Hill
- ³Vadim F. Raskin, *Assistant Professor, Mathematics*
MSEE, Electro-Technical Institute (Russia);
PhD, Leningrad Hydro-Meteorological Institute
- Andrew L. Roberts, ³⁴*Professor, Education*
BA, St. Augustine's College; MA, North Carolina Central University;
EdD, Duke University
- Evelyn H. Roberts, ¹⁰*Assistant Professor, Business*
BSC, MS, North Carolina Central University
- Floyd L. Robinson, ⁵*Associate Professor, Music*
BS, MEd, Virginia State University; EdD, George Washington University
- Lafayette R. Robinson, *Instructor, Sociology*
BS, Norfolk State University; MA, Texas Southern University
- Sohindar S. Sachdev, *Associate Professor, Mathematics*
BA, BT, MA, University of Punjab; EdD, Utah State University
- Allen M. Schmuller, *Professor, Psychology*
AB, Upsala College; MEd, PhD, University of Southern California

- Elizabeth T. Sessoms, *Assistant Professor, Education*
BS, Elizabeth City State University; MA, Columbia University
- Thomas I. Sharpe, *Assistant Professor, Mathematics*
BS, North Carolina Agricultural & Technical State University;
MA, New York University
- ²W. Maurice Shipley, *Associate Professor, English*
BA, MA, PhD, University of Illinois
- Winfred E. Simpson, ³⁵*Assistant Professor, Police Science*
BS, Elizabeth City State University; JD, North Carolina Central
University; LLM, George Washington University
- ²Ravindra P. Sinha, *Assistant Professor, Geology*
BSc, MSc, Patna University; PhD, Dalhousie University (Nova Scotia);
Fellow, Geological Association of Canada
- Dorothy S. Smith, ³⁶*Instructor, Reading*
BS, Elizabeth City State University; MS, Virginia State University
- Ellis H. Smith, *Instructor, Education*
BA, MA, North Carolina Central University
- Georgia L. Smith, *Assistant Professor, Health*
BS, Bluefield State College; MSPH, North Carolina Central University
- Leslie C. Speller, *Adjunct Associate Professor, Physics*
BS, North Carolina Central University; MS, PhD, Howard University
- Hazel G. Spellman, *Assistant Professor, Reading*
BS, Elizabeth City State University; MEd, University of Pennsylvania
- ³⁷Lawrence E. Sugg, *Assistant Professor, English*
BA, Virginia Union University; MA, New York University
- Jimmy Sutton, *Lecturer (part-time), Art*
BS, Elizabeth City State University
- Louise N. Sutton, *Professor, Mathematics*
BS, North Carolina Agricultural & Technical State University;
MA, PhD, New York University
- ³Vendetta O. Sutton, *Lecturer (part-time), Music*
BS, Elizabeth City State University
- ²⁷D. Keith Teague, *Lecturer (part-time), Police Science*
BA, Elon College; JD, Wake Forest University
- Dorothy E. Thomas, *Associate Professor, Biology*
BS, Livingstone College; MS, University of Michigan
- Robert Thomas, *Assistant Professor, Music*
BS, MS, MM, Southern Illinois University
- ³³Larry P. Thompson, *Instructor, Physics/Physical Science*
BS, Virginia State University; MS, Howard University
- Robert E. Thorne, *Associate Professor, English*
AA, American International College; AB, MAT, University of
North Carolina-Chapel Hill; PhD, Duke University
- Arthur N. Thorpe, *Adjunct Professor, Physical Sciences*
BS, MS, PhD, Howard University

- Lula G. Thorpe, *Lecturer (part-time), Sociology*
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- Marion D. Thorpe, *Professor, Psychology & Education*
BA, MA, North Carolina Central University;
PhD, Michigan State University
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BS, Virginia State University; MA, Marshall University;
MS, North Carolina Agricultural & Technical State University;
DEd, Pennsylvania State University
- Curtis D. Turnage, ³⁰ *Associate Professor, Biology*
BS, Elizabeth City State University; MS, Virginia State University;
PhD, Howard University
- ³⁸ Shirley M. Turnage, *Lecturer (part-time), Education*
BSED, Elizabeth City State University; MEd, Virginia State University;
EdD, Nova University
- Dorothy L. Turner, *Lecturer (part-time), Mathematics (Special Services)*
BS, St. Augustine's College
- Demetra Y. Tyner, *Instructor, Business*
BS, Elizabeth City State University; EdM, Temple University
- Rochelle Vann, *Instructor, History*
BS, Elizabeth City State University; MA, Columbia University
- Robert L. Vaughan, *Professor, Physical Education*
BS, Virginia State University; MA, Columbia University;
CAGS, Boston University
- Valerie W. Vaughan, *Lecturer (part-time), Education*
BS, Virginia State University
- Valerie F. Villines, ³⁴ *Instructor, Social Sciences*
BS, North Carolina Agricultural & Technical State University;
MLS, University of Wisconsin-Milwaukee
- Johnnie B. Walton, ³⁹ *Lecturer, Physical Education*
BS, Elizabeth City State University
- Rebecca A. Ware, ² *Instructor, Library Science*
BS, Shaw University; MLS, University of Wisconsin-Milwaukee
- ⁴ Mark A. Warren, *Lecturer (part-time), Psychology*
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Footnote Compilation

1. Emeritus effective May 14, 1978
2. Beginning Fall, 1978
3. Beginning Fall, 1979
4. 1977-1978
5. Promotion, April 17, 1979
6. Promotion, March 18, 1980
7. Through 1977-1978
8. 1977-1979
9. Beginning Spring, 1978
10. Promotion, September 18, 1979
11. Until September 30, 1978
12. January-December, 1978
13. Spring 1977
14. 1977-1978; Spring and Fall, 1979
15. Fall, 1978
16. Title change, Fall, 1977; promotion, September 19, 1978
17. Title change, Fall, 1977
18. Promotion, September 19, 1978
19. On leave, 1977-78; deceased, January 23, 1980
20. Retired, June 30, 1979
21. Retired, May 31, 1979
22. Until October 31, 1977
23. Through 1978-1979
24. Lecturer (part-time), Summer 1977-Spring 1979
25. 1977 through September, 1979
26. On leave, 1979-1980
27. Beginning Spring, 1979
28. On leave, Spring, 1979; Board of Governors' Study Leave, 1979-80
29. 1977-Summer, 1979
30. Promotion, March 14, 1978
31. Fall, 1979
32. Board of Governors' Study Leave, calendar 1979
33. Fall, 1977
34. Beginning Fall, 1977
35. Lecturer (part-time), Police Science, 1977-1979
36. Title: 1977-1978
37. Retired, May 31, 1978
38. Spring, 1979
39. Beginning Spring, 1980
40. 1977-1978; Spring, 1979
41. Spring, 1978
42. Deceased, March 11, 1980
43. Board of Governors' Study Leave, calendar 1979; on leave Spring, 1980

ABBREVIATIONS

Elizabeth City State University has established the following set of standardized abbreviations for its departments and courses. These abbreviations should be used in making out class schedule forms and at times when referring to specific course offerings.

STANDARDIZED FIELD OF STUDY ABBREVIATIONS

ART	— Art
BIOL	— Biology
ECOL	— Ecology
ACCTG	— Accounting
BUS	— Business
ECON	— Economics
EDUC	— Education
MEDIA	— Media Education
PSYCH	— Psychology
READ	— Reading Education
SPED	— Special Education
GE	— General Studies Core
ENVSC	— Environmental Science
GEOG	— Geography
GEOL	— Geology
INDST	— Industrial Arts
TECH	— Industrial Technology
CMPSC	— Computer Science
MATH	— Mathematics
DRAMA	— Dramatic Arts
ENGL	— English
FREN	— French
JOURN	— Journalism
SPCH	— Speech
SPAN	— Spanish
MUS-A	— Applied Music
MUSIC	— Music
HLTH	— Health
PE	— Physical Education
CHEM	— Chemistry
PHYS	— Physics
HIST	— History
*LEEP	— Police Science Technology

* Re-named Criminal Justice

PHIL	— Philosophy
POLSC	— Political Science
SOC	— Sociology
SPROG	— Special Programs and Studies

Other abbreviations used by departments and in course descriptions are:

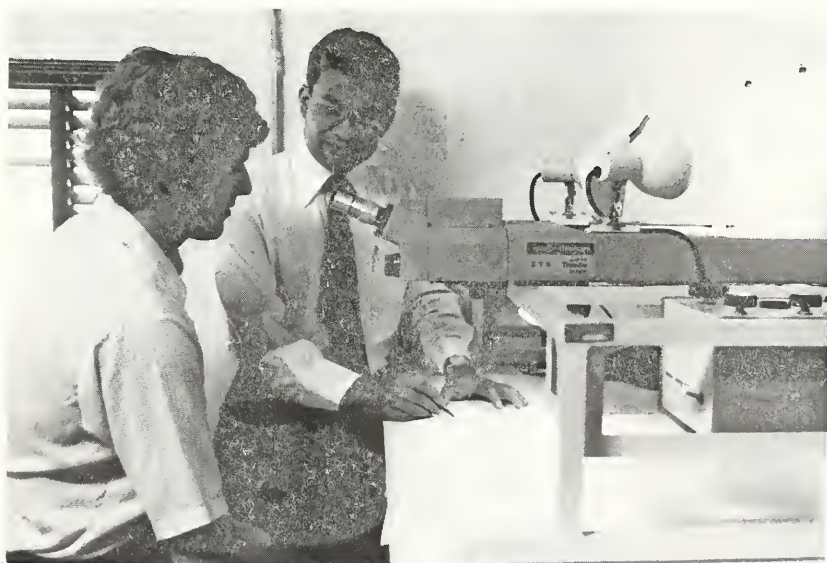
TBA	To be Arranged
13	Accelerated First Three Weeks
16	Accelerated First Six Weeks
19	Accelerated First Nine Weeks
26	Accelerated Second Six Weeks
29	Accelerated Second Nine Weeks
30 and above	Section numbers for Extended Day
S	Language Arts Sections for Special Programs
R	Restricted Enrollment
C	Requires assigned Conference Hours in addition to regular class hours
P	Departmental Permission Required
S/C	Language Arts Sections for Special Program/Conference
R/C	Restricted/Conference
13R	Accelerated First Three Weeks/Restricted
16C	Accelerated First Six Weeks Conference
26C	Accelerated Second Six Weeks/Conference
CRDT	Credit
HR	Hour
SEC	Section
FR	Freshman
SOPH	Sophomore
JR	Junior
SR	Senior
BLDG	Building
LAB	Laboratory
MAX	Maximum
MIN	Minimum
SEM	Semester

Prerequisite Courses — courses beyond the freshman year usually have “prerequisites.” This means that certain lower-level courses must be taken before the student can register for the advanced course. The prerequisite may be “consent of the department chairperson or instructor.” The student must secure the permission from the above person(s) before he or she registers for the advance course(s). “Consent of the instructor” is usually required for courses in which there is limited laboratory space and/or equipment, or in which specific skill and aptitudes are required.

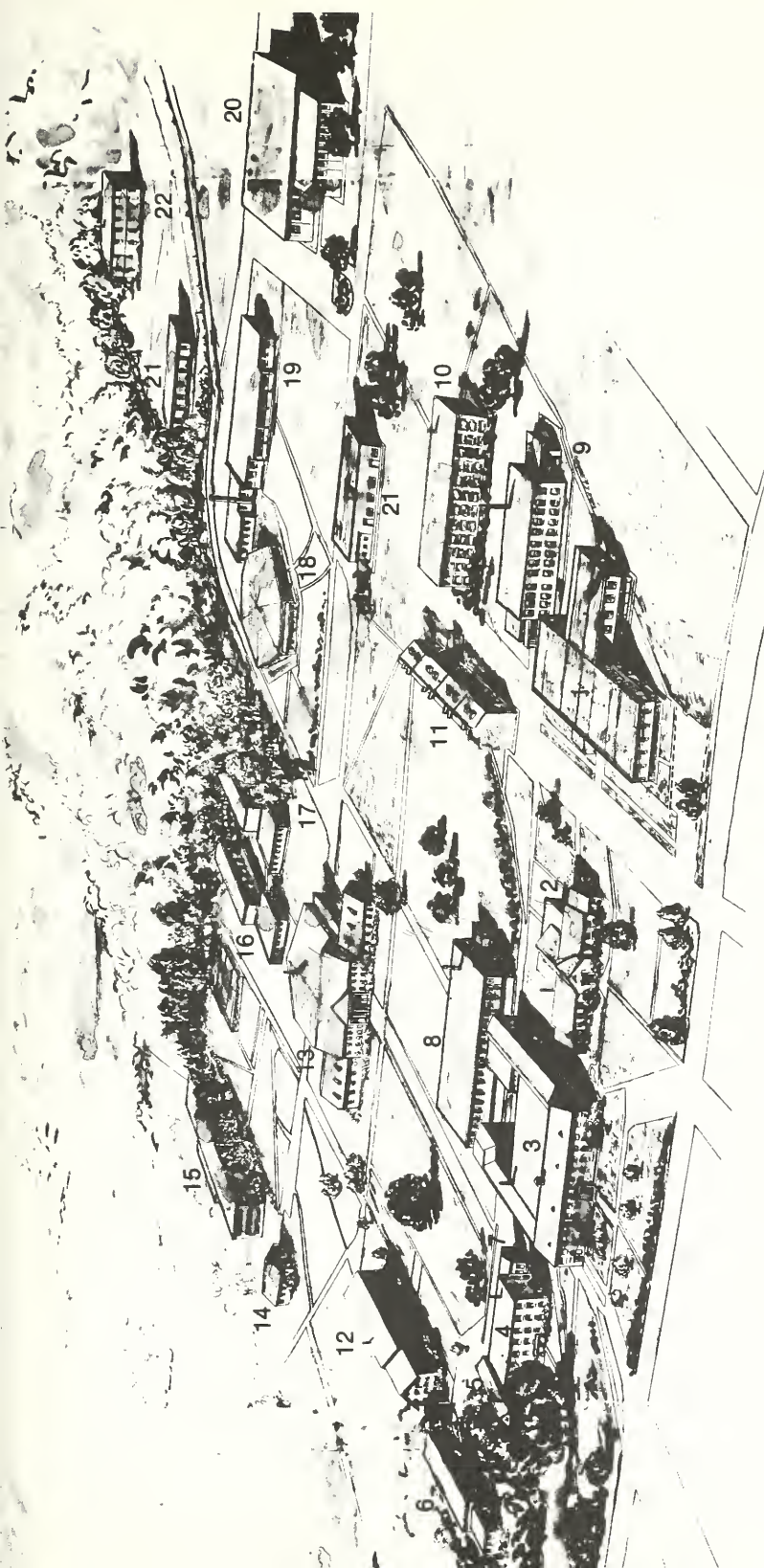
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Key to Campus Area

1. G. R. Little Library
2. Thorpe Hall, Administration
3. Moore Hall, Academic
4. Symera Hall, Dormitory
5. Lane Hall, Academic
6. Cardwell-Hoffler Infirmary
7. Student Services Building
8. Johnson Hall, Academic

9. Lester Hall, Science
10. Wamack Hall, Dormitory
11. Butler Hall, Dormitory
12. Bias Hall, Dormitory
13. Williams Hall, Academic & Student Services
14. McLendon Hall, Nursery/Kindergarten

15. Mitchell-Lewis Hall, Dormitory
16. Hugh Cale Hall, Dormitory
17. Doles Hall, Dormitory
18. Bedell Hall, Cafeteria
19. Ridley Hall, Student Union
20. Physical Education Building
21. Service and Maintenance Building
22. Dixon Hall, Industrial Arts

ELIZABETH CITY STATE UNIVERSITY

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Elizabeth City, North Carolina 27909